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ABSTRACT

An instructional resource handbook for graduate teaching assistants (GTAs) at Old Dominion University (Virginia) is presented. Attention is directed to: the student and teacher roles of GTAs; 10 myths about teaching; the international GTA; choosing instructional approaches and media; preparing lessons, preparing support materials (syllabus, library reserve readings, overhead transparencies, handouts); stimulating student interest; effective lecture presentations; using the chalkboard, overhead projector, and other media; asking and responding to questions; leading classroom discussions; other classroom interaction formats; dealing with problem situations in class; office hours; responding to students needing remedial support; guidelines for tests; alternative types of assignments for students; administering tests; alternative types of tests; assigning grades; university grading policy; testing and scoring options; cheating, plagiarism, and the university honor system; and alternative sources and types of feedback on teaching. A sample course evaluation form is provided and information is provided on 14 university resource centers. References on teaching and a summary of the university's sexual harassment policy are appended. (SW)

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The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

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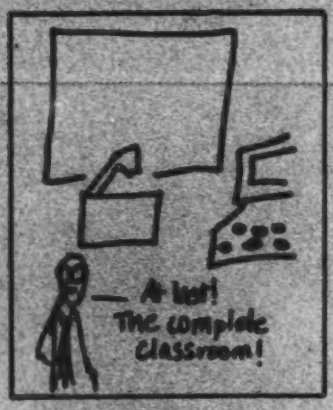

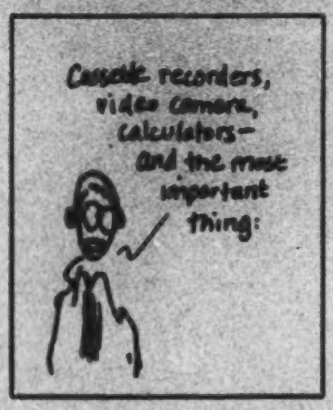

INSTRUCTIONAL RESOURCE BOOKLET

FOR GRADUATE TEACHING ASSISTANTS

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INSTRUCTIONAL RESOURCE BOOKLET
for
GRADUATE TEACHING ASSISTANTS
at
OLD DOMINION UNIVERSITY

Prepared by
The Center for Instructional Development
101 Hughes Hall
Old Dominion University
Norfolk, VA 23529-0228

Revised July, 1987

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NOTE: The Center for Instructional Development underwent an administrative reorganization during the revision of this booklet. The Center was renamed Center for Instructional Services. References to CID, thus, should read "CIS."

Introduction

The profession of college teaching is anomalous among professions: college teachers receive little or no training in the activity that consumes most of their career--teaching. It is assumed that if they know the content of their discipline, they can effectively communicate it, organize it, test it, and inspire others to understand it, remember it and appreciate it. That is quite an assumption!

For the Graduate Teaching Assistant, that assumption holds significant consequences. When a graduate student accepts a teaching position, he or she assumes a role which is viewed as the institution's most significant responsibility. Most often, this role involves providing the new student to the University experiences serving as the cornerstone of his or her career. And the success of that student's satisfaction and achievement highly correlate with teacher effectiveness. There are many who say that the most effective teachers should be responsible for introductory courses, yet it is the graduate teaching assistant most often assigned those classes.

The resource booklet that follows has evolved over the past three years and represents a university-wide response to the concerns and exigencies of Graduate Teaching Assistants at Old Dominion University. It is an attempt to pull together both localized and generic information on teaching for GTAs at Old Dominion. It covers topics that range from how to lead classroom discussions to tracking down a missing pay check. Several sources have been particularly valuable to us in preparing this booklet. One "model" for us was Questions and Answers: A Handbook for Teaching Assistants, produced by the Faculty Development Center at Mississippi State University. The booklet is meant both to stand alone as a reference manual and to accompany a GTA Teaching Institute (held the week before

Fall semester classes begin). This Institute is initiated and supported by the Office of Academic Affairs and coordinated by the Center for Instructional Services, with help from a self-selected Faculty Committee for GTA Orientation. It, too, represents an effort on such a scale and deals with a gamut of issues and concerns related to self-concept, teaching, testing, grading and interacting with students.

We wish all GTAs a marvelous and memorable, yet manageable year ahead, juggling multiple responsibilities and personalities! It will stretch you, no doubt, but hopefully gratify you as well. We hope you will call upon CIS if there is any way we can be of assistance to you.

Anne Raymond-Savage, Ph.D.
Director

Sally Jorgensen, Ph.D.
Associate Director

Center for Instructional Services

Revised July, 1987

II. SELF-CONCEPT: THE CENTER OF IT ALL

A. The "Identity Crisis" of the GTA

Graduate students who have teaching responsibilities within a university may find it to be a schizoid experience. On the one hand, they are students who are asked to assume the role of teachers, thus they are perceived as faculty by their own students. Indeed, it is likely that many students, particularly in lower division courses, do not clearly differentiate between a Graduate Teaching Assistant and faculty status when they deal with instructors. On the other hand, among faculty and administrators, GTA's are generally perceived as students, not colleagues. Graduate students themselves often identify and empathize with the student role, yet this may prove to be both an asset and liability in their own teaching. Compounding the "identity crisis" for older graduate students (who have come from a professional work situation) is the reversion to student status and the economical retrenchment that usually accompanies it. At the very least there is a jolt to self-confidence--the very self-confidence needed to be an effective teacher.

Graduate students are engaged in courses and inquiry at an advanced level within their discipline, often in a small class format; yet they must adjust the organization of the material and their explanations to an introductory level, appropriate for large, heterogeneous groups. Another counterweight in this psychological balancing act is the fact that depth and rigor are called for in research (and advanced inquiry),and this may conflict with the breadth and relevance called for in teaching introductory level courses.

Despite these cross-currents, a point of accord within the university community is the importance of lower division courses within the mission of higher education in general and the life of the undergraduate in particular. They are the threshold to higher education for the undergraduate student and introduce him/her to a wide variety of disciplines (sometimes for the first or only exposure of their lifetime), as well as to each discipline's particular purview on the world. These courses should stimulate curiosity, while also laying the foundation of knowledge and self-discipline for upper division work.

If lower division courses are considered to play such an important role, then it follows that Graduate Teaching Assistants who teach or assist with these courses are vital to the university. They deserve a great deal of support and supervision at all levels--the departmental, school and university level. They need good role models--since most of us teach as we are taught. They also need opportunities for processing their experiences and constructively evaluating their performance.

II, B. Ten myths about teaching

"Teaching can be pretty scary at times, but many teachers make things worse by believing in ten teaching myths. The more of these you subscribe to, the less likely it is that teaching can be fun."

1. I must remain in the teacher role at all times while I teach.
2. If I do not stay in the teacher role, my students won't respect me.
3. I can never admit that I am unsure or wrong in the classroom.
4. My students must respect me because I am their teacher.
5. I must include in my course <u>everything</u> about the subject matter.
6. My students should always be interested in what I have to say.
7. My students must learn everything I teach.
8. Students are basically lazy, untrustworthy, and probably not very bright.
9. This is my students' most important class.
10. I must teach better than my colleagues do.

"Believing in these myths can add a lot of pressure to the job of teaching. Altering them to reflect a more easy-going cognitive style can really make the classroom a more enjoyable place for students and faculty."

- by Douglas Bernstein
from a brochure for a conference on
"Teaching Undergraduate Psychology"

II, C. One GTA's experience

"Although it occurred over two quarters ago, the experience I want to describe is still quite vivid in my mind. In retrospect, I realize that though I saw it as my 'trial by fire' initiation into teaching at the time, it was a useful experience. It helped me to crystallize my role as a TA at the outset.

I felt a great deal of apprehension and a sense of inadequacy when I began to teach. I was a first-year graduate student from a liberal arts background. I found it quite disconcerting that 'they' (I wasn't sure who it was who had had enough confidence in me to appoint me in the first place) expected me to teach something to students who may have had nearly as much education as I. My sense of anxiety was further heightened by the fact that the subject matter of the class I was to teach was somewhat peripheral to my field of specialization and by the fact that it would be my job in quiz sections to amplify the professor's lectures, rather than being able to talk about what I knew best.

My first section went quite well, I thought. The professor had introduced a few very basic concepts, which I thought I understood fully. I had tried to explain them to the students so that they also understood them. Buoyed with a sense of some self-confidence, I prepared to present my second section with the same material, but it didn't go as smoothly. A few of the brighter students began to question me about subtle nuances in the concepts which I had failed to consider. I began to feel incompetent. As they continued to probe, my answers became more and more contradictory and incoherent. My embarrassment increased because I realized that I, who had always been a student and therefore a passive receiver of definitions, didn't fully understand these basic concepts well enough to answer others' questions. Because of this and my impression that a teacher should know everything, I kept muddling around getting myself and the students more confused. Finally, I managed to change the subject, but as I left the classroom I felt that I had lost their respect. They would be intent on tricking or embarrassing me from then on.

I was apprehensive about that particular section the next week. During the week, I thought about my role in the classroom. I spent a long time preparing for the section and thoroughly "reprepared" the concepts I'd tried to review before. Happily, the next week's section went much better. In fact, I enjoyed it. It became my favorite section.

The change, of course, was entirely within me. I knew that I did have gaps in my knowledge of the subject. Why not admit that and let the students know that I was learning too? I saw that it would be ineffectual for me to place myself above them as some omniscient purveyor of knowledge. How could I be, when almost the only reason I was

in front of the class was because I had had a few more courses in the subject than they had?

I had become defensive and hostile when asked questions I couldn't answer because I assumed the students were asking such questions to embarrass me. The next week I admitted my ignorance, apologized for trying to be something I wasn't, and re-explained the concepts. I encouraged them to ask questions. I promised that when I didn't know the answers, I would say so and encourage the class to explore for the answer.

I learned from the experience the importance of honesty with yourself and your students. It's much more comfortable for you and for them to realize that even as you're discussing topics with them, you're learning yourself."

-from How to succeed as a New Teacher: A Handbook for Teaching Assistants. Change Magazine Press. 1978.

II, D. The special situation of the international TA

A significant number of Teaching Assistants on U.S. campuses are from other countries: the experience can be mutually beneficial to both parties--expanding our scope, our humanity and our knowledge.

The experience of the international GTA can be a riveting one, however, since the "normal" fears and anxieties of being a Teaching Assistant are greatly compounded for the GTA coming from foreign soil, where educational norms and experiences, as well as language, may be vastly different. International GTA's deserve our understanding and support, but--above all--our admiration!

Perhaps the two greatest sources of potential difficulty are language and differing norms and expectations across educational systems. "Language", of course, encompasses vocabulary, pronunciation, grammar and syntax. Vocabulary will generally increase with exposure to new words and frequent practice. The problematic areas within vocabulary are more likely to be slang and idiomatic speech. In instances where students use slang or idiomatic phrases, the GTA should ask that students rephrase their statements using standard English, or ask for a fellow student to "translate". GTA's should take an open and curious attitude toward learning and trying out new words. (Assume the first trial will probably not be quite correct; this is equally true of native speakers using a word for the first time which they have perhaps only seen in print.) If possible, live among or spend time with native speakers in order to get practice with English. Opportunities for formal lessons (either in a group or via individualized audio-tutorials) in English vocabulary, grammar and syntax might be helpful, as well.

Pronunciation is also an area that should improve with attentiveness to native speakers, practice, and feedback. Working with an audiotape might be of value. Perhaps the most important strategies the non-native GTA can adopt in the classroom are to speak slowly and clearly and provide back-up visuals to communicate key vocabulary words (such as chalkboard, overhead transparency or handout).

It is likely that international GTA's are never so aware of their own cultural norms and mores as when they are standing in an American college classroom. Their assumptions about education in general and teacher and student roles in particular may not mix well with the informality of American classrooms or the high level of student questions and retorts, or (sometimes) low level of student motivation. Perhaps the best advice to help the international GTA acculturate him/herself to these foreign classroom dynamics is to observe other classes by faculty or TA's in the department. Most importantly, s/he should not interpret informality, questions or low motivation as challenges to his/her authority. Establishing too informal and friendly relationships with students can also create problems, however, especially at grading time. (It is worth noting, however, that low motivation is the one category of the three that may be a symptom of a curable problem: See Section IV, B. in this booklet.)

One potential problem area for GTA's is humor. Humor is one of the

most untranslatable, idiosyncratic dimensions of society. GTA's attempts to be humorous may come out wrong or be misinterpreted by students, and vice versa: student humor may be misunderstood by the GTA. It may be wise to avoid making jokes or trying to be humorous; instead, simply adopt a relaxed, congenial attitude and solicit students' help where needed.

Another area where communication signals may get confused is in the realm of body language, or nonverbal communication. For example, cultures may vary in whether touching is appropriate between casual acquaintances. (Touching another person's arm is generally the only acceptable touching behavior in the U.S. between casual or professional acquaintances.) Another cultural variation involves how closely casual or professional acquaintances stand to talk to each other: our acceptable distance is about 18". One has to be a careful observer to perceive subtle differences; however, they can be important in establishing trust and effective communication with peers and students.

Campus resources that can be of assistance to international GTA's are:

1. Admissions Office for International Students
   (Assists with application process and admissions requirements for international students, as well as providing information on academic programs.)

2. Center for International Programs
   (Coordinates community outreach activities and programs in the area of international studies, as well as student exchange programs.)

3. English Language Center (ELC)
   (ELC offers programs in English as a Second Language for International Students and members of the local international community; intensive courses range from beginning to advanced levels. Also offers the Speak Test and the TOEFL and follow-up consultation.)

4. Office of International Faculty and Student Services
   (Provides advising and counseling to international students about the University and the community in an effort to prepare them for their arrival and adjustment to the United States. Also offers a variety of programs and activities to encourage interaction between international students and Americans.)

5. Writing Center
   (Services include assistance, courses and classes in written communication skills for international students.)

III. PLANNING FOR TEACHING

A. Choosing instructional approaches and media

If one takes a wide angle view of alternative ways to organize and deliver courses, a very broad array of options becomes apparent, particularly as new technologies of instruction are developed. Computer-based instruction and testing, video-based courses and live transmission of courses with 2-way audio and video are expanding our horizons. Quality interaction between teacher and student is still at the core of these alternatives, however, as is the human factor in organizing and designing creative and maximally meaningful learning experiences for students.

The array of options can roughly be classified according to 1) overall delivery mode, 2) presentation mode, 3) learning activities and 4) accountability techniques (ways that students are accountable for understanding and mastering the material). Overall delivery mode refers to the major source and organization of the instruction--by teacher, computer or television; at on- or off-campus sites; in large, small or individualized formats, etc. These decisions are probably already made for the courses GTA's are responsible for. There may be a wider margin for lesson-to-lesson instructional decisions, however. Some of the alternatives one can choose are

1. lecture (with or without instructional aids)
2. demonstration (directly or vicariously through media, such as film, videotape, slide-tape, or computer)
3. self-assessment instruments and questionnaires
4. question-and-answer (using teacher or student questions), guided discussion, debate, panel presentation or interview
5. problem-solving and hypothesis-testing exercises, case analysis, and use of critical incidents as "interest triggering" exercises (film/videotape can also serve this purpose)
6. role play, simulations and instructional games
7. grouping alternatives (for in-class and out-of-class activities), dividing class into smaller groups centered around a particular task or decision
8. individualized/independent learning opportunities, including modular, self-paced instruction for mastery of particular objectives
9. hands-on practice or direct performance (lab activities)
10. alternative media and materials such as chalkboard and overhead projector; handouts, exercise sheets and workbooks; 35mm slides

with or without accompanying audio tape; computer (for demonstration or individualized use); film; video-tape (3/4" or 1/2" format), filmstrip. (A new and powerful technology is computer interactive videotape or videodisc.) Media can be commercially prepared or self-produced. (See section VIII, C. Center for Instructional Development, for request of audio-visual equipment and production of overhead transparencies and audio-visual materials.)

Choose the appropriate and most effective approaches for presenting ideas, information and examples, as well as for providing opportunities for students to grapple with and demonstrate their understanding of the material. Each approach has its advantages and disadvantages relative to instructional objectives and level of mastery desired for students. Factors like preparation time and in-class time required, as well as availability of equipment or facilities, also come into play.

Strive for a good "match" between instruction, practice and testing: for example, teaching material at a rote, factual level and testing for higher level problem-solving skills reflects a <u>mismatch</u>. In this case, students need practice in problem-solving <u>prior</u> to being tested on that competency. Also, demands on students need to be sequenced from simple to more complex learning levels; students should be well-prepared for higher levels such as analysis, application and evaluation/judgement.

III, B. Preparing lessons

1. Write down your expectations and objectives for what you want students to know, explain and/or be able to do. (e.g., The student will be able to define..., to contrast..., to calculate certain problems..., etc.)

2. Locate sources of information, e.g., bibliographies in the text, other textbooks, your own undergraduate course notes, professors in the department, and other GTA's. Use several sources and build upon the information. Don't merely re-state what is in the text, or the students will lose interest. (They will also stop reading the text if you are "spoon-feeding" it to them.)

3. Select three to five main points to cover. Reduce the material to a timed outline and select effective examples to illustrate each point. (See Section IV, C, 2. on Using Examples.)

4. Try to organize the lecture around a logical framework for the topic: cause-effect, chronological order, problem-solution, topical, pro-con, advantages vs. disadvantages, principle-examples-practice.

5. Consider the full array of presentation options and learning activities to choose from. Plan to actively involve students in their own learning and to vary the "stimulus" every 20-30 minutes, switching, for example, from lecture to discussion, exercises or media presentation. Build in time for questions. (Another reason for diversifying presentation modes and learning activities is that diverse learning styles of students can in turn be allowed for and responded to.)

6. One way to organize a lecture is: 10 minutes of defining and giving examples of a basic concept, followed by 10 minutes of questions and answers about the concept, followed by 10 minutes of application/exercises for students. Sample questions should be written down on the outline for easy reference.

7. Make notes large enough to read. Rehearse at least once or twice before class to gain confidence, time the lecture and become independent from your notes.

--many of the ideas presented in this section were taken from Questions & Answers: A Handbook for Teaching Assistants by Patty H. Phelps, Faculty Development Center, Mississippi State University.

III, C. Preparing support materials

1. Syllabus components

The syllabus of a course is a road map for students: it tells them where they're going, "why" they're going and how to get there. In other words, it should communicate the purpose and scope of the course and requirements, expectations and standards of judgement (criteria for grades). Assignments should be spelled out (and, ideally, examples of past students' products should be provided or made available on Library reserve). The more informational the syllabus, the less dependent the students should be upon the instructor. Consequently, valuable class time and office hours need not be taken up with administrative details. A syllabus can provide or refer students to either simplified or more advanced readings and practice. In a sense, it represents a <u>contract</u> from the instructor to the students. As with most contracts, it should be clear and unambiguous.

The lists below represent both essential and optional components of a syllabus. Adapt it for your subject matter, course objectives and assignments. An example of a syllabus is also provided.

<u>Essential Components:</u>

1. Instructor's office location, office hours and phone number (home phone is optional)

2. Full information about required textbook and readings

3. Description of course (see ODU Catalog)

    a. Total number of credit hours
    b. Prerequisite courses
    c. Credit composition (lecture and/or lab)
    d. Background information and brief description

4. Value of course

    a. Why the course is important to the curriculum
    b. What are the benefits and practical applications of the course

5. Goals and objectives

    a. Overall course goals
    b. Specific objectives per unit of study stated in desired <u>student outcomes</u>. Specify objectives in all three domains of learning, if applicable:

        1. cognitive----information, concepts, ideas, philosophical paradigms
        2. affective----attitudes, emotions, assumptions
        3. psychomotor--skills, procedures, performance, self-expression

6. Course outline including major units and sub-topics

7. Attendance requirements and effect, if any, on grades

8. Course assignments and projects

   a. Due dates
   b. Format suggestions/requirements (minimum or maximum length, typed or handwritten, etc.)
   c. Degree/type of research expected
   d. Weight of each assignment/project toward final grade
   e. Grading scale, incorporating respective weights of assignments, tests and exams

Optional Components:

1. Teaching procedures

   a. Various activities to be employed:

      1. lecture
      2. discussion
      3. question and answer panel
      4. other

   b. Level of participation expected of students

2. Reading list for simpler or more advanced readings by topic (note level)

3. Vocabulary lists (with or without definitions)

4. "Progress" checklist for student to track due dates and check off completion of readings, assignments and projects

--main ideas taken from Questions and Answers: A Handbook for Teaching Assistants by Faculty Development Center, Mississippi State University.

SAMPLE SYLLABUS

(The information is fictitious)

INTRODUCTION TO SOCIOLOGY

SOC 200

Instructor: Dr. Matthew Bowden

Office: 834 Harper Hall

Hours: 8:30-9:30 a.m. (M-F)
11:00 a.m. - 1:00 p.m. (M-F)

Text: Sociology by Jon Shepard, New York: West Publishing, 1981.

Course Objectives: The objectives of the course are three-fold:

(1) To present a survey of the discipline itself, including a consideration of the scope, methods, and theoretical orientations of sociology,
(2) To gain an understanding of the complex interplay between the individual, cultural, and social spheres of human
(3) And finally, to gain an appreciation of the problem-solving capabilities of the sociological mode of inquiry.

Class Format: Classes will be run on a lecture/discussion basis. Since class discussions function to make readings more meaningful and the learning process more interesting, you are expected to read the assignments in a manner which will allow you to raise and to answer questions. Involvement in class discussions is encouraged. Films are used as well. They are a serious part of the presentation, and material from them will be included on the exams.

Assignments and Evaluations: Material to be covered during the quarter is divided into six units, and outlines of each unit are attached. The outlines afford a brief overview of material to be covered in each unit, as well as instructional objectives considered central to an understanding of the subject material.

There will be 4 exams during the semester and a final comprehensive exam administered during finals week the second week of December. Exams will consist of multiple choice and short essay questions. Grading is on a standard scale. Exams will each count 20% of your grade. The dates of exams are: Sept. 9 Oct. 21
Sept. 30 Nov. 18

Attendance: Regular attendance is expected and records of class attendance will be maintained. Anyone absent for more than 20 percent of the classes (10 class periods) will receive a failing grade for the course. This policy is consistent with that outlined in the College Bulletin.

UNIT I SOCIOLOGY: WHAT IS IT? HOW DOES IT WORK? WHAT DOES IT STUDY?

This unit is intended to serve as an introduction to sociology and will provide a foundation for the remainder of the course. Following and introductory overview of the discipline itself, we will become acquainted with the manner in which the sociologist employs the scientific methods in sociological research. Finally, we will examine briefly the constituent subunits of society which together comprise the structure of society, and which represent the primary foci of the sociologist's study.

Reading Assignment: Chapters 1,2, and 4 in Shepard.

Unit Outline

A. The Sociological Perspective
   1. The development of sociology
   2. The uses of sociology
   3. Theoretical orientations to the study of sociology
B. Scientific Method and Sociology
   1. Types of research design
   2. Data collection and analysis
   3. Difficulties and ethical consideration in research
C. The Analysis of Social Structure
   1. The components of social structure
   2. Types of social interaction
   3. Levels of societal complexity
D. A Critical Review of the Reading Assignment

Unit Objectives Upon completion of this unit, you will be able to:

1. Define "sociology", and discuss the specific foci of the sociologist.
2. Compare the sociological focus to that of other social sciences.
3. List the factors contributing to the emergence of sociology as a discipline.
4. Discuss the factors contributing to sociology's establishment in the U.S.
5. Understand the uses of the sociological perspective.
6. Define "theoretical orientation".
7. Identify the three general theoretical orientations used in sociology today, and list the assumptions of each.
8. Discuss the contributions made by Comte, Spencer, Durkheim, Marx, and Weber.
9. List the phases of the scientific method as employed by sociologists, and discuss what each phase entails.
10. Compare the various research designs in terms of strengths and weaknesses.
11. Discuss difficulties peculiar to sociological research.
12. Enumerate the ethical priorities of the research sociologist.
13. Define "social structure".
14. Describe the components of social structure.
15. Understand the relationship between status and role.
16. Distinguish between "institution" and "group".
17. Describe the different levels of societal complexity.
18. Discuss the contributions of Tonnies, Durkheim, and Redfield regarding conceptualization of society(ies).
19. Enumerate and define types of social interaction.
20. List the functions of conflict.

21. Identify the following terms:

sociology	random sample
theoretical orientation	theory
structural-functionalism	verifiability
conflict theory	validity
symbolic interactionism	macrostructure
causation	status (ascribed/achieved)
correlation	role
correlation coefficient	role strain
variable	role conflict
hypothesis	role set
mode/mean/median	group
positivism	institution
verstehen	society
serendipity	control

UNIT II CULTURE, THE INDIVIDUAL, AND SOCIETY

The subject matter of sociology involves three interrelated dimensions, the cultural dimension, the dimension of the individual, and thirdly, the social matrix. The latter can be thought of as the stage where individuals collectively interact according to cultural rules; this dimension will be examined in depth in Unit III.

The present unit begins with a consideration of culture and examines the significance culture holds for the individuals comprising society. Then, we shift attention to the individual, specifically, to the ways in which individuals develop an identity and in so doing learn to "fit" into social niches and behave accordingly. In spite of cultural rules and socializing process, there will occur behavior which violates cultural rules and societal expectations. Accordingly, deviant behavior, its causes and consequences, will constitute a major focus of this unit.

Reading Assignment: Chapters 3, 5, and 7 in Shepard.

Unit Outline

A. Culture
   1. Biology, behavior, and culture
   2. The concept of culture: a working definition
   3. Components of culture
   4. Culture as an adaptive tool
B. Socialization and the Self
   1. Socialization: the biological and cultural interface
   2. The development of the "self": five theoretical approaches
   3. Agents of socialization
C. Deviant Behavior
   1. The relativity of deviance
   2. Explanations of deviance
   3. Deviance and social control
D. A Critical Review of the Reading Assignment

Unit Objectives Upon completion of this unit, you will be able to:

1. Define "culture", and distinguish between cultural and social behavior.
2. Distinguish between learned behavior and inherent behavior.
3. Discuss the various types of norms, and relate norms to values.
4. Understand the importance of symbols for culture.
5. Understand the statement--"Culture is an adaptive mechanism".
6. Define socialization, and understand the statement--"Socialization is where biology and culture meet".
7. List the aims of socialization.
8. Compare the explanatory approaches of Cooley, Mead, and Freud.
9. Understand the socialization process as conceived by Piaget.
10. Define the term "modelling".
11. List the agents of socialization and discuss the significance of each.
12. Contrast the three types of socialization discussed in class.
13. Discuss Levinson's stage model of adult socialization.
14. Define "deviance".
15. Understand the statement--"No behavior is intrinsically deviant".
16. List the positive and negative functions of deviance.
17. Recognize the names Lombroso and Sheldon.
18. Discuss thoroughly Merton's explanatory model of deviant behavior
19. Understand the "cultural transmission" theory of deviance.
20. Explain the statement--"Deviance is the outcome of a process, not the outcome of an act".
21. Explain the manner in which the criminal justice system illustrates the relativity of deviance.
22. Enumerate the functions of prisons.
23. Distinguish between formal and informal types of social control.
24. Identify the following terms:

sociobiology	play stage
Sapir-Whorf hypothesis	game stage
counterculture	id, ego, superego
norm	peer group
more	primary socialization
folkway	resocialization
ethnocentrism	deviance
value	anomie
sanction	innovation
law	ritualism
looking glass self	retreatism
significant other	rebellion
generalized other	labelling
primary deviance	secondary deviance

NOTE: The Units continue in this manner through Unit VI.

2. Library reserve readings

The Reserve Collection is located on the first floor of the University Library. Four types of reserve limitations are available: library use only, overnight, three-day, and seven-day. Requests for materials to be placed from the shelves onto reserve should be made to the reserve service supervisor at the circulation desk at least three days before the date the materials are assigned (fill out a form). Personal books, joutnals, articles, old tests, examples, etc. may also be placed on reserve. For more information, call ext. 4154.

3. Overhead transparencies

Overhead transparencies can be prepared beforehand or developed during the lecture (by writing on a blank transparency or role of acetate over the projector stage). Transparencies can be used for large or small groups, do not require the room to be dark, & enable the teacher to maintain eye contact with students while the projector is being operated.

Guidelines for preparing overhead transparencies:

1. Prepare transparencies which present information in a simple & basic manner; do not overcrowd the frame.

2. Design transparencies so that they convey concepts through diagrams & illustrations, not just through print. (Maximize their visual potential by graphically depicting relationships between ideas & concepts rather than just providing text.)

3. Be overly concerned about legibility: printing & artwork should be large and simple. (Minimum letter height is 1/4 inch.)

4. Provide overlays of transparencies that provide progressively more information or detail about a topic. Put the most basic elements (or first topic) on the bottom transparency. Build the sequence of the lesson on the next layers.

5. Transparencies can be used to provide an advance organizer or outline of topics to be covered in the lesson so students know where the lecture is going. It can help structure and "rein in" the lecture as well.

6. Another option is to provide a skeletal outline or diagram that is of permanent ink and fill in more detail with a soluble marker as you lecture. Or you could put a blank transparency over the original "template" and write on that (to avoid putting any marks on the original overhead).

7. Alternative ways to prepare transparencies are by printing with permanent or water soluble (but translucent) markers, large

typewritter lettering (preferably ORATOR or PRESENTER fonts). Transparencies can be made by a Thermafax machine, photocopying machine, or other professional photographic procedures. Material (such as graphs and charts) may be photocopied from books, but usually it is too small or complex to be an effective and readable overhead. It is generaly better to enlarge or redraw it. See your department secretary for processes, equipment and supplies available in your department. Call the Graphics Department in CID (ext. 3175), 105 Hughes Hall, for assistance with designing and producing overheads. (There is a charge back to the department for the cost of materials only.) At least two weeks lead time to do a project is required.

4. Requesting audiovisual equipment and materials

The A-V Equipment Loan Pool at CID delivers equipment such as overhead and film projectors, video and audio cassette players, etc. They will also assist in learning how to use these media. (Projectionist services are available for auditorium showings and/or specialized equipment.) To use the service, fill out a Media Services Request Form available at the Loan Pool window, Room 108-109, Hughes Hall. Give as much lead time as possible; it is preferable to notify them at the beginning of the semester. The appointment desk is open Monday through Friday from 8-5 (ext. 3167).

5. Handouts

1. Handouts are written materials that can supplement or update information in the text and provide examples, problems/situations or practice with material being presented. Since handouts are relatively easy to devise and duplicate, examples and exercises can be tailored to the group.

2. Handouts can list and organize basic principles, concepts and terms, as well as sequence procedures and processes so that students can better organize and recall the information correctly. (Their own notetaking may transfer ideas incorrectly, or inadequately differentiate major and minor topics, thus providing faulty guides for later study.)

3. Handouts can provide instructions for assignments, as well as samples of the type and quality of work being asked for. They can also be a "starter" vocabulary list (with or without definitions) for students. Providing such a list of terms or names can negate the teacher's having to spell words out.

4. If you are teaching a complex diagram or equation using the chalkboard or overhead transparency, it may be desirable to provide students with a handout. (Some students may become more "involved" by drawing the diagram themselves; many others may be drawing <u>at the expense of listening and processing</u> what is being said.)

5. It is generally a good idea not to give out a handout until you are

ready for the group to look at it and deal with it. If you give it out prior to the point at which it is discussed or needed, people are likely to read it and pay less attention to the activity at hand.

IV. BEING EFFECTIVE IN THE CLASSROOM

A. Surviving the first class meeting

1. Recognize the importance of the first class meeting. It sets the tone for the entire semester. Approach it with a plan. Use the time well to introduce students to the course. Just because students don't have a text yet doesn't mean it can't be a valuable class.

2. Expect to be nervous. Realize that your students may be nervous too, especially if you ask them to participate in some way.

3. Write your name, course number, and section on the board. Introduce yourself and provide a brief background. Mention your reasons for choosing your discipline.

4. Gather information on your students (see Sample Student Information Card, this section). If the class is small, have students introduce themselves and their reasons for taking the course. If a large class, at least ask some general questions to survey majors, work experience, geographical backgrounds, etc.

5. Hand out and go over your course syllabus which should include (among other things):

   a. Your name, office number, hours, and phone number
   b. Course objectives and outline
   c. Attendance policy
   d. Exams--type and dates
   e. Grading scale
   f. Textbook and associated readings

   (See the section on Syllabus).

6. Give some idea about how much time to spend studying. Offer any tips on how best to study your subject. A reasonable expectation is for the student to spend 2 hours outside of class for every hour in class for a 3 hour course, that's 6 hours per week of preparation.

7. So that students are not overwhelmed by the work of the course at the expense of the enjoyment of it, it might be a good idea to temper the administrative details with a brief, engaging activity to serve as an icebreaker, to stimulate their interest in the subject, and provide a preview of things to come. (Also, these activities do not depend on students' having a text.) Some alternatives are to

   a. Ask that each student write out 2-3 questions or topics they'd like the course to deal with. This could lead to discussion exploring their interests and purposes for taking the course. (You will get a good idea of the student concerns and backgrounds .) Compile and condense the questions for future reference.

b. Show a provocative videotape, film or case study and discuss the questions or issues it raises. You may choose just to raise (rather than answer) questions and indicate that these represent the concerns and issues that will be dealt with in the course.

c. Devise and give students a "pre-test" or exercise dealing with major concepts or philosophical perspectives of the course in order that students pry loose some of their preconceptions and sense what they don't know about the subject. (Do not do this if the result is to humiliate students and make them feel they have been "set up" to look ignorant.)

--Suggestions #1-6 were taken from Questions & Answers: A Handbook for Teaching Assistants by Faculty Development Center, Mississippi State University.

Sample Student Information Card

_____, _____, ____ _____
Last Name First Name MI Preferred Name

___ - ___ - _____ ____ _____ _____
Student ID # Age Hometown, State Local Phone

( ) Fall
( ) Spring
_____ ( ) Summer Local address: _____
Course & Section

_____

_____ _____ _____
Major Advisor Class (Fr., So., Jr., Sr.)

Organizations:_____ Occupational goals:_____

_____ _____

Experience related to this course:_____

_____

Current position if employed: _____

IV, B. Stimulating student interest

1. Cognitive strategies

   a. **Use a "hook"** to grab the students' interest. This is a tactic at the beginning of a class that will focus the students' attention on the topic. It can be an exercise, an illustration, an example, or a provocative statement or problem, but it should be interesting and directly related to the topic to be discussed. An activity that surfaces students' assumptions and preconceptions about the topic can be especially effective in peaking interest and clearing up misconceptions.

   b. **Get organized.** This is a critical characteristic for the effective teacher. Following your "hook", make sure that the focus and goals of the class are clear. Help students to clearly identify the major points and conclusions to be drawn from the material.

      1. Provide advance organizers which show an outline (on a handout or overhead) of the topics to be covered. Students can then "fill in" details as the class progresses.

      2. Use overhead transparencies. Since these can be prepared before class you can give them more thought. These are particularly important in large classes to illustrate and organize material.

   c. **Use a variety of presentation methods.** Use your ingenuity to think of novel ways to present your material. These include (but are not limited to) lecture, question asking, class discussion, small group discussion, role playing, exercises, films, field trips, guest speakers, papers and presentations.

   d. **Ask questions.** This may sound easier than it is. The wrong questions can stifle discussion (e.g., "Are there any questions?"). Here are some tips:

      1. Particularly at the beginning of the semester, ask <u>easy</u> questions that you think most students will already know. When someone answers, be sure and reinforce their participation. Once students feel comfortable speaking out in class, you'll be able to increase the difficulty of the questions and still have students respond.

      2. Ask opinion questions, particularly ones on which students might have a variety of opinions. These can be a good basis for discussion.

      3. Rather than having someone answer a question immediately, ask all students to take a minute and write their answer to the question in their notes. After a minute or two, sample answers from the class or briefly tally responses. This

gives everyone an opportunity to formulate an answer, rather than only those who "think fast".

4. Get students involved in some of the decisions of the course; allow some input and choice about problems to be dealt with, learning activities, and out-of-class projects.

2. Affective strategies

a. **Be enthusiastic.** Research indicates that this is one of the most important characteristics of an effective teacher. Enthusiasm is also contagious. (If you happen to be teaching a course that's not your favorite, admit it and tell them you will work extra hard to make it interesting for both of you.)

b. **Set the desired level of interaction.** Treat students as individuals, not as a member of a crowd. If at all possible, learn students' names. Give back assignments and tests yourself (if possible) in order to help you learn names. Practice active listening and respect their positions.

c. **Be aware of body language.** Standing up behind the podium conveys a different message than sitting comfortably on the desk or table. The latter conveys more informality and, perhaps, openness to two-way exchange.

d. **Reinforce students for their contributions.** Everyone like to be appreciated. An occasional "good idea!" or "that's right" will encourage further participation. Watch out for "double messages" to students. You may overtly invite participation yet contradict yourself by interrupting or completing student responses, exhibiting impatience, or only half-listening (for example, by using student talk time to figure out where you are in your notes).

e. **Be accessible.** Students will be more motivated to do well in a class where the teacher is perceived as a "real person". Don't be afraid to volunteer personal experiences that are relevant to the topic at hand, and solicit student experiences. It is likely that students who feel comfortable talking with you inside and outside of class may feel a stronger personal commitment to the course and to you.

--some of the information for this section was taken from mimeographed material entitled "Microteaching: History and Present Status" from the University of Massachusetts and from mimeographed material entitled "Classroom Management" by D. Majercik, Clinic to Improve University Teaching, University of Massachusetts, 1974.

IV, C. Guidelines for lecturing

1. Effective presentations

1. Arrive a few minutes early. Start on time!

2. Capture the students' interest at the beginning of the lecture by using one of the following approaches:

   a. raising a question which they should be able to answer at the end of the class
   b. putting a sketch of the day's work on the chalkboard
   c. stating a current problem related to the topic
   d. relating the lecture to the material covered in previous lectures
   e. stating your objectives
   f. using an initial "trigger" film, video tape or exercise to peak interest and questions.

3. Use the chalkboard or overhead transparencies to outline and summarize presentations, diagram relationships of ideas and concepts, and list vocabulary words or difficult-to-spell names.

4. Watch for nonverbal responses. If they indicate confusion, you may need to slow down, explain further, or repeat a point. You may need to talk louder. Vary the presentation demonstration, discussion, activities or media every 20-30 minutes. Provide a break for students if class is longer than 1 1/2 hours.

5. Try to make eye contact with each student at least once during the class period. Walk around the class so that involvement and eye contact with students is enhanced.

6. Get the students to contribute through questions, discussion, exercises or group activities (see Section D.).

7. Invite questions when they come up (particularly questions for clarification), instead of holding off until the end of the period. Save time for more general questions after major segments.

8. Use humor when appropriate.

9. Remember to summarize important points at the end of the lecture. to provide closure and aid retention. Also provide a clear transition to new topics.

--many of the ideas for this section were taken from Questions & Answers: A Handbook for Teaching Assistants by Faculty Development Center, Mississippi State University.

2. Using Examples

The deeper we delve into a particular discipline, the harder it may be to explain its principles and concepts to the novice in a stimulating and comprehensible manner. We assimilate the language and the philosophical assumptions of the field. (It is particularly challenging to deal with heterogenous undergraduates, many of whom are non-majors and/or may be required to take the course.)

One way of looking at introductory courses, perhaps, is that they are a semester-long vocabulary exercise. If this is the case, a trap one can fall into is the "teaching French in French" syndrome, where one uses the terminology of the field to define other terminology. The English teacher is faced with defining grammatical terms without resorting to other grammatical terms; the computer science teacher must explain principles and procedures without lapsing into "computerese".

Examples, metaphors and analogies are the avenues out of this conundrum. An example of an effective use of analogies to explain an otherwise esoteric principle is an analogy often used to clarify Einstein's Theory of Relativity: Assume that an astronaut leaves the earth and travels through space at almost the speed of light. If he returns 60 earth years later--he will not appear to have aged, while his friends on earth will be 60 years older than they were when he left. Thus, time is perceived <u>relative</u> to one's speed.

Analogies, metaphors and examples can be communicated verbally to the student, or in a graphic form through a demonstration or diagram. Complementing "textbook" definitions with vivid, concrete references that are familiar to students can deepen their grasp of the concept, as well as offer students with diverse learning styles alternative ways of perceiving and processing the information.

One can go to texts, general books, media and faculty for assistance with devising examples and analogies for difficult material. It might be helpful to view videotapes of oneself teaching to see how much one "lapses" into jargon when it may not be appropriate for the audience.

Students can also be a fresh source of input about how best to explain complex material. Having them devise their own analogies, examples and/or diagrams for material they have just studied might be a edifying and intriguing assignment.

3. Using the Chalkboard, Overhead Projector, and Other Media Effectively

a. The Chalkboard

1. Put elaborate drawings or writings on the chalkboard BEFORE class, or use an overhead or handouts.

2. Print letters large and neatly.

3. Face the class as you refer to information written on the board.

4. Don't block students' view of the material by placing yourself between the board and class.

b. The Overhead Projector

1. Shift attention back to you by switching the projector off after you've finished discussing a transparency.

2. Mask sections of transparencies with cardboard and progressively reveal inforamtion as discussed (as appropriate).

3. Sit next to the projector, if possible, as you use it--standing can block the students' view of the material on the screen.

4. Consider overlaying information--build up a complex idea by superimposing transparencies, each with progressively more information.

5. Put labels and lecture notes on transparency frames.

c. Photographic Slides

1. Plan the narration to accompany the slides.

2. Use a remote control device; this will allow you to keep an eye on your slides while maintaining eye contact with your students.

3. Limit your discussion of each slide--even a minute of narration can seem long to your audience unless there is a complex visual to be examined at the same time.

4. Rehearse your presentation before showing slides to your audience.

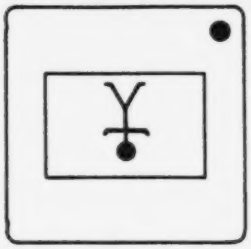
5. Darken the room so that slides are clear and well-lit, but, if possible, also leave a low level of light on for notetaking.

6. Include word slides to introduce segments, topics, new concepts.

7. Make sure slides are projected high enough up on screen for all students to see the full image.

8. Consider developing a pre-produced slide/tape presentation if you make the same presentation often. (15-20 minutes is a typical time frame to work within.)

9. Put "thumb spot" on bottom left of slide (less shiny, emulsion side facing you) for gripping slide and placing in carousel tray clockwise, beginning with #2. (Insert 2" x 2" cardboard square in #1.)



"Thumb spot"

d. Television and Films

1. Always preview the program.

2. Prepare students for viewing by relating it to previously studied material and evoking questions about the program's topic. Peak their interest about and attention to particular points or problems about to be seen. Television does not require a dark room, although lights should not be extremely bright or create a glare on the screen. Showing a 16mm film requires a darkened room, although minimal lighting for note-taking is desirable.

3. Consider showing only portions of the program, as applicable.

4. Feel free to stop and start the videotape or film to ask questions or to let students respond to points made in the tape. ("Pause" on the video player should not remain on for more than 3 minutes, however, since it can stretch the tape.)

5. Support the presentation with meaningful follow-up activities. For example, films and videotapes could trigger discussion, debate or role-play.

6. Include material from the film or videotape on tests and exercises so that students take media seriously as an important and valid dimension of learning, as much so as the lecture or textbook.

7. Contact the Audio-Visual Equipment Loan Pool in CID for assistance with operating and checking out a film projector and videotape equipment. (Projectionist Services are available for large auditorium presentations.) Ext. 3167, Room 108-109, Hughes Hall. A request form needs to be filled out for all equipment loans--well in advance.

--many ideas taken from Instructional Media and the New Technologies of Instruction, by Robert Heinich, Michael Molenda and James Russell. NY: John Wiley and Sons, Inc., 1982.

IV, D. Getting students involved

1. Asking and responding to questions

Teachers need to model for their students active listening, thoughtful questioning, appropriate responding and--above all--curiosity and enthusiasm for the subject. Lecturing is one-way communication, but questioning and responding are two-way communication processes and encompass both cognitive and affective dimensions.

Effective questioning:

1. Address questions to the entire class, wait, then call on someone to answer (One technique for large classes is to have all names on index cards that can be shuffled). Prefacing a question with a particular student's name may cause the rest of the class to stop paying attention since they have been cued that they are "off the hook".

2. An INITIATING QUESTION begins consideration of a particular topic. These questions can be planned in advance to make them provocative and interest-arousing.

3. After an initiating question, you may want to ask several PROBING QUESTIONS of the responding student to bring out more of what he/she knows about the subject, e.g., "What do you mean by the term...?" or "What are your reasons for thinking that is so?"

4. REDIRECT QUESTIONS. Ask questions that can be directed to more than one individual, e.g., "Good reasoning, Jim. How might you elaborate upon Jim's answer, Susan?" OR "Several explanations are possible. What might be one, Mary?" Develop a teacher question-pupil-pupil-pupil response pattern rather than a question-answer-question-answer approach (this can become a teacher-student "ping pong game"). Keep other students actively listening and responding, if not also questioning.

5. Increase your wait time by a few seconds after asking a question to several seconds Do this even if someone volunteers immediately, to give everyone an opportunity to think about a response. After a student responds, allow time for him/her to expand on the answer before you respond.

6. Avoid "Yes" and "No" questions. "Yes/No" or one-word responses are often elicited by questions beginning with: ARE, CAN, DO, DOES, HAVE, IS and WOULD. Overuse of this type of question can cause boring and mechanical exchanges.

7. Avoid "double-barreled" questions that ask several questions at once. Also avoid ambiguous question.

8. REPHRASE a question to give students another chance to answer before answering it yourself. (Research has indicated that ques-

tions are more frequently rephrased for students that teachers perceive to be high achievers than for perceived lower achievers. Be fair with your rephrasings--assist students equally.)

9. Ask questions at different levels of intellectual complexity, rather than predominantly factual, recall memory level. One frequently referred to hierarchy of cognitive levels (developed for use in construction of exam questions by a University of Chicago Examination Board in 1956, under the direction of Benjamin S. Bloom) has applicability here. The six levels can cue the teacher in constructing questions at varying levels:

   1. Knowledge level--Simple recall of facts and information. Examples: name, list, define, who, when.

   2. Comprehension level--Requiring understanding, interpretation and some utilization of knowledge to show student understands essential meanings. Examples: explain, contrast, compare, give an example, what caused.

   3. Application level--Requiring solving a problem, applying principles to specific situations. Examples: solve this problem..., Predict..., How does this apply to..., What would you do if...

   4. Analysis level--Requiring breaking the idea into essential elements and relationships for logical analysis; high level interpretation and determination of implications. Examples: give reasons for..., Analyze possible effects of..., What evidence supports your argument?

   5. Synthesis level--Requiring creativity; designing new plan, model, product. Examples: create, design, plan, diagram, construct, model.

   6. Evaluation level--Requiring critical analysis and judegment of validity or merit; makes use of criteria or standards that in turn bring values and norms into play. Examples: judge, evaluate an idea/alternative in terms of..., Which alternative would be most effective for..., For what reasons do you favor...

10. One technique that can be effective in a) opening up the course or b) beginning a review session is to ask for all questions at the onset of the session and write them on the board. Organize them into categories, then answer them (or have students participate in responses).

--much of the material presented in this section was taken from "On Questioning" in Professors as Teachers by Kenneth E. Eble.

Responding to students' questions:

1. Encourage participation by reinforcing student responses with smiles, nods, eye contact and other attending behaviors. Verbal reinforcement such as "Good", "Correct" or "Very good" should NOT be overused or it becomes meaningless.

2. Don't interrupt a student--it will discourage future participation.

3. Never ridicule a student's answer! If there is anything correct in it, comment on that. Rephrase the question with an extra clue in it to help the student answer, or redirect the question to another student.

4. Effective answers require careful listening. Answer the original question and don't attempt to include broader issues--a 5 or 10 minute lecture-answer (when one or two examples would have sufficed) may frustrate or turn off students.

5. When a student's question is of interest to only one or a few students in class, suggest that he/she consult you after class.

6. Don't wait until the last 5 minutes of class to open it up for questions. Students often hear this as a signal that class is over and do not give their full attention. Also, the timing is off for questions about specific topics covered earlier in the lecture. It is preferable to intersperse the lecture with teacher questions and/or opportunities for students to ask clarifying questions at the point of difficulty and general questions after major segments of the topic are covered. Suggest to students that general questions be held until the end of the lecture.

7. Perhaps most important of all: If you don't know the answer, admit it, then promise to investigate the topic, or refer students to other sources.

--much of the information presented in this section was taken from mimeographed material from the "Clinic to Improve University Teaching" by Michael Melnik, University of Massachusetts, 1974.

2. Leading classroom discussions

1. Select a good discussion problem, keeping in mind the students' level of knowledge and background with the material. Involve the students in the selection process by offering them several options.

2. Clearly state your expectations of class preparation for discussion. In the class prior to discussion day (or week prior, depending on how complex the material is) introduce the discussion material and include several of the questions which will be answered. This will help motivate the students to participate and be involved. Questions could also be gathered beforehand from students.

3. Create an environment conducive to discussion.

   a. Arrange seats in circles or 1 or 2 large semicircles if possible
   b. Divide large classes into smaller groups.

   Both of these environments foster interaction among students.

4. Start the discussion with "trigger" material: Provocative audio-visual material, a problem situation, critical incident, or a short lecture concluding with a question will serve well. (The trigger material may be a filmstrip, tape, record, chalkboard material, or hand-out).

5. List points/ideas on the chalkboard to keep the discussion on track. Use different types of questions (prepared beforehand):

   a. Informational--basic data
   b. Relationship--compare/contrast, explain
   c. Application--generalization, prediction

   Move from simple to more complex levels of thinking. (See previous section II, D, 1. Asking and Responding to Questions.)

6. If small groups are used, ask for a brief report from each one. Have a leader from each group share their ideas. Coordinate ideas on the board and discuss, compare, differentiate.

7. As class period draws to a close...

   a. Instructor should summarize what has happened and clearly identify the significant outcomes. Everyone will then know what the teacher thought was important and what they will be expected to retain.

   b. The day's learning should be placed in context of the course, related clearly to both preceding and subsequent learning. This will enhance retention considerably.

3. Other classroom interaction formats

1. Lecture with discussion.

2. Guided discussion about readings (with or without study questions provided prior to assignment).

3. Problem- or issue-centered task for groups of 2-5 people (activity revolving around particular problem, question or exercise to deal with).

4. Incident process (using situation problems, requiring fact-finding and decisions for their resolution--can utilize small groups or large group). Variation is the in-basket technique where a specific problem or memo must be responded to by individual or small or large group.

5. Case study method (using report of a real situation--more complex than incident; group is to determine problem(s), significance of problem and probable solution(s); case study could be verbal or videotaped situation).

6. Role play can be an effective technique to apply, practice and problem-solve specific concepts and situations. Can be initiated by "trigger" case, film or tape. Other class members should have a role, such as critiquing the performance or trading places with the role players.

7. Colloquy technique requires moderator, 4-8 persons (3-4 representing class, 1-4 resource persons all on a panel); questions, problems and issues are raised by class representatives and responded to by resource group.

8. Panel discussion (3-6 persons discussing assigned topic--drawing from class members and/or outside resource people).

9. Competitive panel technique (3-6 people having an exploratory discussion on an assigned topic--these people may be challenged, ousted, and replaced by other class members; requires moderator).

10. The expanding panel technique employs a combination of presentation and discussion, consisting of a panel of 6-12 people as the nucleus. They activate the situation in a 15-30 minute exploratory discussion of a topic. Moderator guides and questions and comments. Then 1 at a time people join the group or whole class can join group.

11. Symposium is a series of related speeches by 2-5 persons on different phases of the same topic or closely related topics; speeches vary from 3-20 minutes and are followed up by questions/comments from audience directed at individual speakers.

12. Debates can revolve around a philosophical or complex question, or principles related to case study, incident, or problem. Other

class members should have role as well--to assess arguments, vote (before and after), etc.

13. Interview technique with guest speaker (5-30 minute presentation conducted before class or audience in which 1 or 2 resource persons respond to systematic questioning by an interviewer about a previously determined topic).

14. Creative problem-solving group for example, via a Synectics Approach using analogies and brainstorming activities followed by analysis and focusing of options generated. Groups probably work best with up to 15 people.

15. Self-analysis exercises and questionnaires to surface assumptions, preferences, characteristics, conceptions (and misconceptions).

NOTE: Any of these techniques, especially those involving problem-solving and debate, could be videotaped for the class to review and critique in light of the quality and effectiveness of the communication process.

IV, E. Dealing with problem situations in class

1. Don't embarrass the dominant student in class. Instead, continue to redirect questions to other students, e.g. "Thank you for your contributions, Gwen. Tom, can you pick up here...?" If necessary, suggest that you would like to give others an opportunity to participate or note that time does not permit lengthy discussion. (Classes vary considerably in how formally or informally they are run. Behavior deemed disruptive in one class may be acceptable in another. Allowance for disagreement or challenges to the teacher varies not only with different professors, but with different schools and even cultures. You need to be clear about the norms and sanctions of your own course.)

2. When dealing with a disruptive student, don't shout, insult or be sarcastic. This simply fans the flame and reduces you to the level of the disruptive student. Also, ridicule can backfire on you. Sometimes ignoring an attention-getter can be effective; at other times that will simply make you look and feel foolish. Occasionally humor can help, or--just the opposite--a clear, firm message is the best recourse, indicating that the behavior is inappropriate and will not be tolerated. As a last resort, dismiss the student from class.

3. Passive, withdrawn students represent another challenge to teachers. It is agreeable, however, that it is their perogative not to speak up in class if they do not wish to. The reasons can stem from a student's weak self-concept and fears of speaking out publicly and of being judged by one's peers or by the teacher. How you respond to their contributions can, thus, reinforce participation or withdrawal. Above all, do not embarrass or ridicule them.

4. Persistently dominant, disruptive, or withdrawn students should be spoken to outside of the classroom. Try to determine the root of their problem and refer them to the appropriate on-campus support agency. The Counseling Center may assist in some situations, or Special Services may be called upon for remedial support. The student's advisor may be of assistance if an adjustment in his/her schedule is necessary. Extreme disciplinary problems that violate the code of student conduct should be communicated to your supervisor and to the Student Conduct Committee. (See Faculty Handbook)

5. Students who are perpetually late should probably be talked to privately, in an attempt to determine the reason for the lateness. On rare occasions there may be a legitimate, unavoidable reason. In which case, suggestions for getting class notes, having the beginning of the lecture taped by a fellow student, etc. could be made. The student must be responsible for his/her own make-up, however. If the reason is not justified and the lateness persists,

note to the student privately that being late is distracting to you and to the class. The latecomer also misses out on goings-on at the beginning of class. Pay attention to what goes on at the beginning of the class: do you start on time? provide an engaging and valuable activity or introduction? occasionally quiz students, give assignments or review for tests at the beginning of class? Make sure you do things which are interesting, valuable and not worth missing. Above all, don't cater to late-comers by repeating information; doing so communicates that lateness is acceptable.

6. Dealing with students who interrupt the class in other ways such as reading, talking with others, sleeping or passing notes also need to be analyzed according to the degree to which the behavior genuinely interrupts you and the class. Ignoring minor infringements may be more effective than amplifying the interruption by stopping what you're doing and drawing attention to it. (Don't take every interruption as a challenge to your authority.) Try to make your presentation as interesting and engaging as possible. Vary the presentation and involve students where appropriate. As McKeachie (1969) suggests, look at your examination policy: if you are not including lecture material on your exams, you may inadvertently be minimizing students' interest in and attention to lectures. (A corollary holds true as well: if information from the text or media never shows up on tests, those sources may be less well attended to.)

7. A problematic issue of extreme importance in the university setting (and in the workplace in general) is the issue of sexual harassment. It is a form of discrimination based on sex. Old Dominion University has revised its policy on sexual harassment as of the 1986-87 academic year, and it is outlined in the Faculty Handbook. There are serious ethical and legal ramifications in cases of sexual harassment by faculty, staff or students. Members of the university community are encouraged to report any problem or complaint of sexual harassment. For further information, refer to the Faculty Handbook or contact any of the following:

   - Affirmative Action Office
   - University Personnel Office (Employee Relations Manager)
   - Office of Student Services (Vice President for Student Services)

NOTE: **See Appendix in the booklet for a Summary of the Sexual Harassment Policy**

V. COUNSELING STUDENTS INDIVIDUALLY

A. Office Hours

Instructors at ODU are responsible for setting aside specific office hours so that other faculty members and students may confer with them. If the GTA has no office, he/she will need to schedule particular rooms for such activities. These hours should be posted on the instructor's office door and given to the department secretary. Listed below are some guidelines for office consultations.

1. Stop whatever you are doing and give the student your full attention. Help the student state the purpose of his/her visit by asking, "What can I do for you?" This avoids the possibility of engaging in guessing games, wasting time and addressing the incorrect issue.

2. Common problems arising in office counseling situations are students' concerns and complaints about grades, assignment deadlines or test dates. Be prepared for these types of requests by finding out the department's policies concerning assignments that are submitted late, exams that are missed, and grades that are challenged. It may be wise to briefly note these policies on the syllabus, for example, that "Unless a physician's note is provided, the grade for assignments turned in late will be lowered by one letter grade." It may be beneficial to discuss with experienced teachers how they respond to complaints and excuses from students, andhow they gauge the seriousness of them.

3. One common student problem may be worded like this: "I study harder for this course than for all my other courses, but I just can't seem to pass the test." Encourage the student to examine the problem to determine where the breakdown is. Is the problem with attendance, notetaking, understanding of the material, doing reading assignments (before and after the lecture), study habits or time management? Sometimes, simple information on budgeting time or study habits can help (e.g. minimize distractions, peruse the whole chapter first then read in greater depth. Before closing the book, look back over the material that you just read and mentally summarize it. Jot down key points. Try to answer questions at the end of chapter. Note and look up unfamiliar words and maintain a vocabulary list.) Sometimes a simpler text from the library or professor can explain material in ways that can be a helpful backup to students having difficulty. For students needing in-depth remedial support, see the next section.

4. When students reveal or wish to discuss deeper psychological or emotional problems, it is probably desirable to advise them to get professional help, for example, to refer them to the Counseling Center (ext. 4401). However, one should perhaps spend at least a few minutes listening to the problem, rather than hastily dismissing the student by a referral. A sense of caring and concern should be conveyed, even if the problems and solutions lie outside one's area of professional training.

V, B. Responding to students needing remedial support

In grading tests, papers and assignments you may note that a particular student is not performing well in prerequisite skills such as mathematics, reading, writing, etc. A student may have learning disabilities or need to devise special study tactics; or a student may be falling behind the rest of the class in general. In addition, students will often approach the GTA and express their need for tutoring. You should confer with these students and inform them that there are several options available to them.

1. Special Services offers tutoring, workshops and seminars for disadvantaged students.

2. Peer tutoring is usually available: most departments maintain a file of advanced undergraduates or graduate students willing to tutor undergraduate courses.

3. The Writing Center offers nondegree General Studies courses to help students overcome difficulties with spelling, punctuation, etc.

4. Developmental Math/Reading will aid in diagnosis and placement of students with mathematics and reading deficiencies.

VI. EVALUATING LEARNING

A. Alternative types of assignments

There has been a wave of interest and activity for several years surrounding the topic "writing across the disciplines". The goal is essentially to increase and diversify opportunities for writing in all courses across the curriculum. Written assignments can help students focus and evaluate their assumptions, thought processes, and conclusions and provide practice for analytical, creative and critical thinking. Thus, they can serve as <u>learning</u> exercises, not just as a testing tool or an English class exercise.

Virtually all life situations call for clear and effective oral and written communication, and each professional arena has its own jargon and communication norms and standards. Thus, writing assignments geared to various levels, tasks and objectives (both generic and discipline-specific) can be of great value to students.

Writing activities don't have to be lengthy papers: they can be brief exercises spanning a sentence to several paragraphs. Written assignments do not have to be graded. They could be part of a larger, progressively more complex assignment. Fellow students could participate in critiquing each others' assignments, followed by opportunities for re-writes. Examples of written assignments might involve

1. Analyses of data, problems or cases, including analysis of problems and contributing factors, as well as positing alternative paths, solutions or consequences;

2. Formulating questions or hypotheses, given specific facts or information;

3. Writing paragraphs that meaningfully and accurately interrelate a group of vocabulary words;

4. Writing observations, journals or reports of activities and projects;

5. Comparing or critiquing data, readings, performances, videotapes/films, experiments, etc.; and

6. Translating theories or principles into hypothetical, concrete applications.

Writing assignments can complement other types of assignments. Besides thinking in terms of diverse writing assignments, various disciplines could consider a broader range of inquiry and expressive assignments, as well.

1. Inquiry projects entail small mini-research projects as well as larger research/interview/survey activities--either as individual or team responsibilities.

2. "Expressive products" represent performances or creative designs. Students could be asked to translate ideas, information or processes into diagrams, graphs/charts, models, drawings, photos or displays. Readings and investigations could culminate in an audio-visual product, such as a slide-tape, videotape or computer program. Criteria for expressive products need to be pre-determined (although a margin for originality and insight should perhaps be allowed).

For exceptionally good products (both print and non-print) teachers could request permission from the student to make a copy to use as an example or for demonstration materials in future courses. (Such a request is a great compliment to the student.)

VI, B. Guidelines for giving tests

1. Plan a test early in the semester (either the third or fourth week). This lets the students know where they stand and what to expect on your tests.

2. Give tests frequently. This will enhance learning and provide information on student progress.

3. Announce the date and coverage of an exam well in advance.

4. Write test items as you progress through the semester. Writing a few after each class while the scope and focus of the material is familiar is an efficient tactic. (Keep your course objectives clearly in mind.)

5. Write items on note cards for ease of handling and flexible use.

6. Pay particular attention to writing clear instructions.

7. Avoid writing "trick" or "picky" questions. The object isn't to trip students up, but to determine how well they have understood the material and can demonstrate that knowledge to you.

8. Keep items as brief as possible (or your test may be a speed reading test more than an achievement test).

9. Use a variety of types of test items. This allows students to demonstrate their knowledge in different ways and not be penalized if particular types of tests are problematic to them. Multiple choice, essay, and short essay are recommended over true/false and matching. (True/False and matching tests can be effectively used as a non-graded learning exercise to stimulate interest and ferret out misconceptions.)

10. Group questions according to type so that the students don't have to constantly shift response patterns.

11. Reduce student anxiety by placing the easiest questions first.

12. Before constructing a test, review your objectives for the course and that particular unit. Relate test items to these objectives.

13. Write down the topics to be covered on the test. Rank these topics in the order of importance. Make sure the more important topics have a greater number of questions.

14. Use negatives sparingly to reduce confusion. When used, <u>underline</u> or CAPITALIZE the negative word. Don't let the format of the test get in the way of determining what students really know.

15. Avoid using absolutes, such as "all", "always", "none" and "never".

16. Watch out for unintentional clues to answers in different sections of the test.

17. Determine in advance the amount of credit for each question. Indicate on the test the grading weight for each section of the test. Also indicate any penalties for spelling, grammar, etc. There are different opinions on whether all teachers are English teachers, or whether mechanics are separable from and less important than content objectives. Whichever way you decide, clearly communicate expectations to students. (Do not penalize them in a test situation however, for errors that lack of time or resources (such as a dictionary for spelling checks) prevent them from remedying.

18. Always work the test yourself before administering it. You should be able to finish the test in no more than one-fourth the time allotted to the students!

    Time guidelines:
    1 minute per multiple choice question
    2 minutes per short answer question
    10-15 minutes per short essay question
    30 minutes per essay question.

19. Ask a peer or professor to look over your test to provide constructive feedback.

20. Grade and return tests as soon as possible. Always take the time to discuss the test in depth with students, and let them do some of the explaining. Use test review as a learning tool to "revise" erroneous thinking.

21. Remember that a useful function tests can serve for the teacher is to provide data by which to diagnose problems. An item analysis of the test may reveal weaknesses in the test itself, as well as point to problems in the course. Some areas may need revision and improvement. How well students grasp terms, concepts and principles, as demonstrated in tests, may be an indication to you that the organization or explanation of the material, types of examples used, or students' application/practice of the principles/procedures is not as effective and thorough as it should be.

VI, C. Alternative types of tests

True/False

Since there is a 50/50 chance that a student's response to a True/False question will be correct, luck plays too large a role in whether students get an answer correct. For this reason, and because the parameters of true/false are "digital"--black or white, and most knowledge doesn't fit those parameters, T/F tests should be used sparingly. One appeal of T/F tests is the ease of scoring, however constructing a valid T/F test is actually rather difficult.

1. CLARITY

   Clear-cut judgement should be able to be made about the statement. Watch out for ambiguous or highly complex sentences. If questions are debatable, supply documentation or sources to clarify the frame of reference for the statement. Don't let the wording of the item get in the way of determining what students really know.

2. CLUES

   Avoid unintentional cues.

3. RELEVANCE

   Item should be related to specific learning objective and not be trivial or minor.

4. EXAMPLES

Bad Example	Improvements
Most evergreen trees keep their leaves in the winter, while most deciduous trees shed theirs annually.	Most evergreen trees .... Most deciduous trees ....
Tides have an effect on men's moods.	According to most astrologers, tides have ....
The snow is always 20 feet deep on Mt. Everest.	The snow is generally 20 feet deep or deeper on top of Mt. Everest.

Multiple Choice

Multiple Choice tests can be an effective testing option and one of the easiest types to score. Nevertheless, diverse testing formats are recommended to tap the knowledge of the student via different routes. Multiple choice directs responses to one best answer. Unless there truly is one best answer to a particular question, multiple choice is not appropriate. It is also a challenge to pose multiple choice items at varying levels of cognitive complexity, rather than only at factual recall levels. (For suggestions of levels, see section IV, D, 1. Asking and Responding to Questions.)

1. STATEMENT

   A single, definite statement is to be answered by one of the several given choices.

2. RELEVANCE

   Keep the reading demands to a minimum and eliminate irrelevant material.

3. NEGATIVES

   Avoid negatives if possible. If they must be used, then CAPITALIZE or underline them.

4. ANSWERS

   Provide 4 or, preferably 5, alternative responses. Have only one response considered to be correct by experts in the field. (Would your colleagues get a 100% if they took the test?)

5. ALTERNATIVES

   Optimally, four alternative responses should be provided (sometimes five). Incorrect response choices ("distractors") must be plausible and attractive. Watch out for alternatives that are too similar or would fit only under certain circumstances. On the other hand, don't use alternatives that are too remote or ones which common sense alone would enable a student to rule out.

6. CLUES

   Use a/an in referring to the answer. Avoid terms such as "always" and "never". Avoid the choices "all of the above" and "none of the above".

7. ORDER

   Arrange response choices in alphabetical or numerical order.

8. EXAMPLES

Bad Example	Improvement
Which of the following is not an item of mountain climbing gear? a._____ c._____ b._____ d._____	Which of the following is NOT an item of mountain climbing gear.
Elephants lift objects mainly with their a. trunks b. tusks c. legs d. all of the above e. none of the above	Elephants lift .... a. trunks b. tusks c. legs d. backs

Matching

Matching tests present the most amount of cues for the student and depend more on recognition memory than recall memory. Matching tests can be one subtest of a larger quiz or an effective nongraded learning exercise in class to stimulate interest or informally assess understanding.

1. STATEMENT

   Provide directions for the matching task.

2. PREMISES

   Number and list in left hand column--all should be from the same general class and should be the longer of the words or phrases.

3. RESPONSES

   Letter and list in right hand column--all from same general class. Should be in alphabetical or chronological order. Include at least two more responses than premises.

4. EXAMPLES

Bad Example

Directions: Match the following.

1. Lithogenous	a. nodules
2. Cosmogenous	b. chrondules
3. Terrigenous	c. ooze
4. Biogenous	d. clay
5. Authigenic	e. sand

Improvement

Directions: Write the letters from the right hand column in the appropriate blanks in the left hand margin.

___1. Authigenic	a. carbonate
___2. Biogenous	b. iron
___3. Cosmogenous	c. Mn nodules
___4. Lithogenous	d. ooze
___5. Terrigenous	e. sand
	f. chrondules
	g. red clay

Completion

Completion can also add variety and be appropriate if part of a larger test, or it can be converted to an in-class exercise. Since sentence completion sets up one correct way to phrase information, it, too, is limited in its range of applicability to many situations.

1. BLANKS

Keep all adjacent blanks of uniform length. Put only one correct answer per blank. The omitted phrase should be no longer than 3 words (otherwise you're asking for mind-reading more than memory!).

2. CLUES

Use a/an to avoid unintentional cues. Avoid giveaways such as an a/an indicator for the beginning letter of the response.

3. EXAMPLES

Bad Examples	Improvements
One of the component items in the nucleus of the atom is _____.	The positively charged component of an atom is a/an _____.
When a ball is hit and lands beyond either the right or the left baseline, it is ruled o____ o__ bounds.	When a ball .... it is ruled _____ _____ _____.

Short Answer

Short answer tests can demonstrate how well concepts and terms are understood and can be articulated by the student.

1. CRITERIA

   Inform student of criteria against which his/her answer will be judged.

2. RESPONSE

   Instruct students to respond with one sentence, a few sentences, or a short list. (Note whether complete sentences are required or phrases are acceptable.)

3. EXAMPLE

Bad Example	Improvement
Describe each of the 12 steps in fungal budding.	Describe in 2 or 3 steps the process of fungal budding.

Essay

Essay tests can tap high level thinking and expression skills of students and require them to integrate their knowledge. However, it is the most time-consuming and controversial type of test to score. Criteria need to be clear. Other non-graded writing opportunities of course, can be assigned as well. It is desirable to allow students to see good examples/products, as well as critique others' work in order to get more practice in the area of communicating on paper and evaluating their own work.

1. STRUCTURE

Inform student how to structure and organize the answer.

2. INFORMATION

Include helpful information such as time allowed or point allotment.

3. PREMISE

Question should ask the student to make comparisons, summarize information, defend an opinion, analyze, etc.

4. EXAMPLE

Bad Example	Improvement
Morality is relative. Discuss.	Summarize arguments for both sides of the issue, "Morality is relative." (3 points each)

--most of the material in Section VI, C. on Testing was taken from Constructing True/False Test Items: Text by Robert Simas, Faculty Self-Appraisal and Development Project, San Jose State University, 1976; also Constructing Multiple Choice Test Items: Text by Robert Simas, Faculty Self-Appraisal and Development Project, San Jose State University, 1979; also Constructing Matching Test Items: Text by Carole R. Smith, Faculty Self-Appraisal and Development Project, San Jose State University, 1976; and Writing Technically-Correct Test Questions by Grant E. Barton and Andrew S. Gibbons, Instructional Development Program, Provo, Utah: Brigham Young University Printing Service.

VI, D. Grading policies and options

1. Assigning grades

1. Assign each student a number at the beginning of the course so grades can be posted anonymously. This is typically the Student ID# at ODU.

2. Include 3 columns in your grade list:

   a. The student's number
   b. Score of examination just taken
   c. Cumulative total of this test and all others
   This gives the student a way of evaluating his own work.

3. The grades which you assign should conform to the practice of the department and the institution for which you work. Consult with your department head about the grading policy.

4. When going over your course syllabus at the beginning of the semester, carefully explain your grading plans and how quizzes, tests, and papers will be weighted.

5. Give frequent opportunities for students to demonstrate their level of achievement. More accurate grades can be obtained if a larger number of grading components are used. Many teachers choose to drop each student's lowest grade (as a gesture of fairness and generosity).

6. Don't just "grade" student work, but also correct it and provide feedback. (Feedback is more likely paid attention to if an option to revise the paper is provided, with the possibility of getting a better grade.)

7. Whether grading "on the curve" or in terms of an absolute standard you should be aware of your own standards of the major and minor objectives which are to be achieved by your students. The following is one set of standards:

   A -- all major and minor goals achieved
   B -- most if not all major goals achieved, some minor ones not
   C -- at least half of major goals achieved, many minor ones not
   D -- a few major goals achieved, most minor ones not, and student is not prepared for advanced work
   F -- none of the major goals achieved

--Information for this section was extracted from Questions and Answers: A Handbook for Teaching Assistants by Faculty Development Center, Mississippi State University and from Teaching tips: A Guidebook for the Beginning College Teacher (7th ed.) by Wilbert J. McKeachie. Lexington, MA: Heath, 1978.

2. ODU Grading Policy

ODU's grading policy is covered in the University Catalog, the Faculty Handbook, and the Student Handbook. These publications should be reviewed by each TA prior to the beginning of the semester.

Grading System

Grade	Grade Points	Undergraduate	Graduate
A	4.00	Superior	Excellent
A-	3.70	Superior	Excellent
B+	3.30	Good	Good
B	2.70	Good	Good
B-	2.30	Good	Good
C+	2.30	Satisfactory	Poor
C	2.00	Satisfactory	Poor
C-	1.70	Satisfactory	Poor
D+	1.30	Passing	Not Used
D	1.00	Passing	Not Used
D-	0.70	Passing	Not Used
F	0.00	Failing	Unsatisfactory
WF[1]	0.00	Unofficial Withdrawal	
W	None	Official Withdrawal	
P[2]	None	Pass[2]	
F(P/F)[2]	None	Fail[2]	
O	None	Audit	
I[3]	None	Incomplete	
II[4]	None	Incomplete - no time limit	
Q[5]	None	Progress but not Proficiency	

[1]Assigned when student stops attending course without withdrawing UNLESS the students's performance through the midterm date has been an F, in which case a grade of F is assigned.

[2]The Pass/Fail course grade is available as an option ONLY to undergraduate students. (P/F grades are not available to graduate students except in courses designated for P/F credit.) Check class roster for grade option chosen by your students.

[3]Only with instructor's approval of student's request. Only assigned if course work has yet to be completed or in the case of unavoidable absence from the Final exam. An I grade automatically becomes an F grade if not removed by the last day of classes of the following term.

[4]Not assigned by GTA's. The II grade is used only in those courses directly related to the research and preparation of the graduate thesis/dissertation.

[5]Assigned only in General Studies non-academic remedial/tutorial courses. The Q distinquishes a student who has put forth effort, but who is still unable to demonstrate proficiency in the subject and must therefore repeat the course.

Class Roll

A Class Roll is provided during the first few days of class. Students in class but not on the Class Roll must be referred to the Registration Center to determine why they are not listed.

Class Attendance

Syllabus information must include a statement of the instructor's attendance policy and the effect, if any, of non-attendance on grades.

Examinations

Comprehensive finals are required.
A student with 3 exams scheduled for the same day may request to take the exam on a different date.

Grade Sheets

Grade Sheets are administered by the Computer Center. Grades must be entered in ink, each page signed and dated, and the sheets returned to the Registration Center within 48 hours of the final exam. Final course grades must be made available to students within 48 hours of the final exam. This is accomplished by posting a listing of students' ID #'s and grades (never the students' names).

Students may request, in writing, deletion of their ID #'s and grades from any posted list.

Grade Changes

In the case of administrative or faculty error made in assigning a grade, a Grade Change Form is submitted through the chairperson to the Registrar. Other non-academic grade changes, such as changing an **F** (or an **I**) grade to a **W** grade, may be reviewed by the Dean of Enrollment Services.

Grade Appeal

After consulting with the instructor, a student unable to resolve the matter of a contested grade may appeal in writing first to the chairperson of the department and, if necessary, to the dean of the school.

3. Testing and scoring options

A. The Grades Management System

The Grades Management System is a package of 13 computer programs which provides a tool for analysis of your class's performance. The system follows a simple question-and-answer format and is easily used even if you have no computer background. In addition to providing for tabulation and calculation of grades, the Grades Management System (GMS) can alphabetize your roll, drop and add students from your roll, average test scores for the semester, analyze your class's performance on any particular test, create histograms of score distributions, drop the lowest score(s), etc.

The GMS can provide you with an efficient way to manage class record-keeping. Students benefit by receiving more information on their relative performance. In order to use the GMS you will first need an IBM CMS account which can be obtained through your supervisor or your department chairperson. Next you can obtain the Grades Management System Manual and any assistance necessary from the Computer-based Learning Laboratory in the Center for Instructional Development (CID) located in Hughes Hall, Room 107, ext. 3187.

B. Computer Test-scoring

The Computer Center offers several grading programs which allow computer scoring of multiple choice and T/F tests. Programs such as DYNOST provide for in depth analysis of students' performance on particular sections of a test. In addition, DYNOST provides feedback to the student as to how he/she did on each section of the test as defined by the instructor. A handout entitled "Grade Program" details how to use and interpret the output from compter graded test programs. It can be obtained from the Computer Center Pick-up Window.

The following guidelines pertain to having a test computer scored.

1. Answer sheets obtained from department
2. Used with multiple choice or True/False tests
3. Must be filled out in #2 lead pencil--NOT PEN
4. Completed sheets, when submitted to the Computer Center Pick-up Window, must be accompanied by:
   a. a key to the test
   b. Request for Grading by OPSCAN form (available at ODU Computer Center Pick-up Window).

C. Testing Center (CID)

See Section VIII, C.

VI, E. Cheating, plagiarism and the ODU Honor System

All courses at ODU operate under the Honor System. This system, which assumes self-respect and personal integrity, is described in complete detail in the University Catalog, the Faculty Handbook, and the Student Handbook. You, as a GTA, are expected to familiarize yourself with Honor System procedures prior to the beginning of the semester. It is advisable to explain and answer questions about the honor code and procedures at the beginning of the semester.

The Honor Pledge is required on ALL tests, exams, written papers and homework. Each of these should have a minimum pledge written out in full and signed by the student. An example follows.

I have neither written nor received any unauthorized aid on this examination/assignment.

Signed _____

Student ID# _____

Plagiarism is a form of dishonesty which consists of submitting statements, ideas, opinions, etc. as original work without acknowledging the actual source. Cases of plagiarism should be discussed with your supervisor. Wandering eyes and identical answers may be indicators of cheating, but usually leave some doubt as to whether cheating has actually occurred--answers may be similar because the students studied together. You can decrease the inclination to cheat by designing exams which reduce the ability to copy answers. For example, scramble the order of questions on the test. Essay tests and open-book exams are the least conducive to cheating. Machine-scored multiple choice exams are the most conducive to cheating. If you suspect a student of cheating during an exam McKeachie (1978) suggests that you go over and ask the student if s/he would mind moving to a seat where s/he'll be less crowded. If s/he protests, whispering to the student that you'd prefer that s/he move usually suffices.

In the event that a student is accused of committing an Honor Code violation:

1. The instructor, pursuant to an agreement with the student, may impose a grade penalty (followed by a memo to the Honor Council); OR

2. Any faculty member or student may foward a report of the incident to the Honor Council.

--some of the ideas on handling cheating were taken from Teaching Tips: A Guidebook for the Beginning College Teacher (7th ed.), by Wilbert J. McKeachie, Lexington, MA: Heath, 1978.

VII. EVALUATING TEACHING

A. Alternative Types and Sources of Feedback

The focus of this section on "evaluating teaching" is on getting feedback about teaching for the purpose of improving instruction, rather than on uses of evaluations for administrative decision-making. No single source of information is adequate to evaluate faculty fairly and comprehensively. There are three main dimensions of teaching which should be reviewed and improved where necessary: 1) knowledge of subject matter, 2) overall design and organization of the course and 3) the delivery of the course (presentation of material).

Students are an important source of feedback about teaching. Their feedback is most valid and useful on the third dimension--the delivery of the course; less so on the second (course design and organization), and least valid and useful about the teacher's knowledge of the subject matter. One's colleagues (in the case of the GTA--faculty in the department) are the most valid and useful sources of feedback about knowledge of content and design and organization of the course. They can also offer insights about the effectiveness of one's presentation (although they are not the intended audience, thus student feedback is especially critical here).

It is interesting to note that a recent survey of over 100 research studies factor analyzing dimensions of teaching with course evaluation questions indicates that the correlation between <u>perceived</u> organization of the course by students and their achievement is a very high 0.47. A general overall rating of the course also correlates highly with achievement (0.47). On the other hand, the perceived difficulty of the course correlates only 0.02 with achievement! This means that the difficulty level may or may not be relevant to achievement and course satisfaction. It is a <u>negative</u> if "difficulty" also means that the material is confusing and overwhelming to students. If it is comprehensible and manageable but nonetheless difficult, there is no need for concern. The "course difficulty" question, thus, needs further pursuit.

There are a number of ways a GTA can go about getting diagnostic feedback about his or her teaching. The Teaching Assistant can ask a faculty member to sit in and observe classes or view videotapes of one's teaching. Time should be set aside to discuss the lesson <u>as soon afterward as possible</u>. Second year GTA's input might also be helpful.

Confidential course evaluations are generally given at the end of the semester; usually there is a standard form used by the department. (See your department for specific information.) A problem with this end-of-course evaluation tactic, however, is that it comes too late in the course to be of any value for current students. Thus, it is advisable to give a brief questionnaire to students one-third to one-half way through the course. One could engage in a brief oral evaluation of their overall progress and problems with the course to date. (This may be threatening, however, and it may be difficult to listen openly and avoid being defensive.) Or students could be asked to write down their comments and suggestions anonymously. Simply ask about the most posi-

tive aspects of the course and the problem areas, and suggest alternatives. The in-class discussion questions might go something like this:

> "We're going to take a few minutes to discuss and evaluate the course to date. How is the course going for you? Are you finding it interesting? If so, what stands out? If not, where does it get dull? Are you able to keep up with the material? What problems are you having? Are there any suggestions for improving the course?

An oral evaluation can set a different type of communication in gear--one where the "process" of the course, rather than its content is focused upon. It requires the teacher to be vulnerable, tolerant (and have a tough ego).

If preferred, a faculty development consultant could guide the discussion. (Contact CID if interested.) Some very important advantages of conducting such an evaluation, however, are that students become involved early in the diagnostic process and share responsibility for assessing problems and improving the course. (Implicit in most course evaluations is that the teacher is solely responsible for the course.) An oral evaluation during or at the end of the course can provide rich data to work with since students can build on each other's insights. Emphasis in the discussion should be placed on "what can be done differently?"

Other means of feedback include attentiveness to verbal and nonverbal messages from students to determine the extent of confusion or difficulty, item analysis of tests to assess wide-spread problem areas, and informal discussion with selected students regarding their perceptions of the course. Randomly requesting to see several students' classnotes might be an option in order to see how clearly the organization and delineation of major and minor concepts are coming across.

--Acknowledgements to a presentation by Dr. Ronald K. Simpson, Director of the Center for Instructional Development at the University of Georgia, for research data presented here.

VII, B. Sample course evaluation form

There are a multitude of course evaluation forms available, and no one form is "perfect". Evaluation forms need to be adapted for courses; for example, a lab course might include different types of questions than a lecture course. (For administrative purposes, however, several summative questions, gauging overall effectiveness and value of the course, need to be included in order to compare teachers.) The focus should be on instruction, more so than the instructor's personality traits. It should be administered, retrieved and scored totally confidentially.

A sample form is provided. It is comprehensive, yet also easy to take.

SAMPLE

TEACHER AND COURSE EVALUATION

Name of course: _____

Name of teacher: _____

Your class: Freshman ..... Sophomore ..... Junior ..... Senior ..... Other .....

Circle number: poor–1 below average–2 average–3 good–4 excellent–5 not applicable–0.

1. Organization of course	Plans and organizes	1	2	3	4	5	0
2. Course content	Emphasizes important ideas	1	2	3	4	5	0
3. Lecture content	Complements (adds to) material in text	1	2	3	4	5	0
4. Clear assignments		1	2	3	4	5	0
5. Useful assignments		1	2	3	4	5	0
6. Length of assignments		1	2	3	4	5	0
7. Fairness of test questions	Important aspects of course covered	1	2	3	4	5	0
8. Spacing between tests		1	2	3	4	5	0
9. Length of tests		1	2	3	4	5	0
10. Text		1	2	3	4	5	0
11. Use of visual aids, etc.		1	2	3	4	5	0
12. Ability to get information across	Adjusts to level of student comprehension; explanations clear	1	2	3	4	5	0
13. Class preparation	Comes to class well prepared	1	2	3	4	5	0
14. Interest and enthusiasm	Stimulates thinking. Creates desire to learn. Enthusiastic	1	2	3	4	5	0
15. Speech delivery	Speaks clearly. Students can hear and understand	1	2	3	4	5	0
16. Class discussion	Promotes interesting discussions; stimulates questions	1	2	3	4	5	0
17. Tolerance	Encourages independent thought; respects other points of view	1	2	3	4	5	0
18. Accessibility	Available for outside help	1	2	3	4	5	0
19. Efficiency	Prompt in returning papers	1	2	3	4	5	0
20. Grading, strictness	Too severe or too easy	1	2	3	4	5	0
21. Grading, fairness		1	2	3	4	5	0
22. Teacher's overall rank compared to others you have had	90-100%–5 70-90%–4 30-70%–3 10-30%–2 1-10%–1	1	2	3	4	5	0
23. General value of course	Rate same as above	1	2	3	4	5	0

Your approximate present grade in course–A B C D E F I

Your accumulative G.P.A. .....

Sex: Male Female .....

Comments: For comments on any of these categories or another question or suggestion, use back of this sheet. Comments are most welcome, good or otherwise.

--from A Handbook for Faculty Development, Vol. 1. by W. Bergquist and S. Phillips. Washington, DC: Council for the Advancement of Small Colleges, 1975.

VII, C. Getting help

Where does one go for help with his/her teaching? A GTA could go to his/her supervisor, Graduate Program Director, or the Chairperson. A fellow GTA who seems to be successful in the classroom could be of assistance. It is probably desirable to have one of these individuals observe your teaching on one or two occasions in order to provide direct feedback. On occasion, one can individually question selective students informally about any problems they perceive and their suggestions for improvement.

A valuable means of judging one's presentation is via a videotape. A videotape camera and recorder can be set up to record, or someonecan assist with videotaping. Most people are overly negative about their presentations when they see themselves on videotape, so it is important to focus on <u>major</u> assets and liabilities that are affecting students' understanding, organizing and recalling the material.

Another alternative is to request assistance from a consultant specializing in faculty development. (CID provides a voluntary, confidential service to assist faculty in pinpointing and improving specific areas of weakness in their design and delivery of a course, as well as to assist faculty who wish to experiment with new instructional techniques and technologies.)

A self-analysis strategy that can be illuminating is for the teacher to take a course evaluation and predict how students would respond to it, then compare these predictions to actual responses. Evaluation questionnaires can pinpoint dimensions of instruction needing improvement.

And, finally, a source that can be helpful is books and articles about teaching. A selected bibliography is included in this booklet. The CID is also beginning to build a file of resource materials, especially videotape exemplars, on university teaching.

VIII. SELECTED ODU RESOURCES

A. Your department

1. Mail--graduate students and faculty members are assigned mailboxes in their departments. Mail is delivered twice a day.

2. Forms--many forms are obtained through your department e.g. Change of Grade forms, NCS (OPSCAN) sheets, course evaluation forms, etc.

3. Media and materials--chalk, erasers, transparencies, and copying services are provided by the department. Also check about availability of films, videotapes, slides and computer software housed in the department.

B. Publications

1. University Catalog--contains the academic calendar, policies and procedures, course descriptions, etc.

2. Student Handbook--contains the academic calendar, student services, policies, rights and responsibilities, etc.

3. Faculty Handbook--contains descriptions of the university organization, faculty rights and responsibilities, research and teaching guidelines, administrative procedures, etc.

4. Registration Information and Schedule of Classes--distributed each semester, lists information such as departmental advisors, tuition rates, final exam schedule, course schedule, etc.

5. ODU Courier--a tabloid newspaper, the university's primary means of internal communication for the faculty and staff. Published biweekly and distributed to all campus offices.

C. Center for Instructional Development

1. AV Equipment Loan Pool
   Audio-visual equipment deliveries and assistance in learning how to use media. Projectionist services available for large auditorium showings. Fill out Media Services Request Form and return it to room 108-109 Hughes Hall. Ext. 3167.

2. Computer-based Learning Lab (CBLL)
   Technical assistance to faculty in utilizing computers for instruction and record-keeping. Call for appointment ext. 3187.

3. Instructional Development Office
   Assistance in planning and producing audio-visual media and materials for instruction or presentations; designing or revising courses using self-paced approaches. Call for appoint-

ment ext. 3171.

4. Learning Lab
Self-paced learning via instructional media. Discuss needs with manager. Ext. 3170.

5. Teaching Improvement Office
Confidential consultation to analyze and improve teaching effectiveness. Call for appointment ext. 3181.

6. Technical Services
Repair of audio-visual equipment (and some computers). Fill out AV Equipment Repair Form and send to 106 Hughes Hall. Call ext. 3173.

7. Television Production Services
Development and production of instructional television programs, as well as technical assistance in editing and duplicating videotapes. Call for appointment ext. 3328.

8. Testing Center
Tests (excluding final exams) can be scheduled by faculty for students to take. Results are computer-scored and item analysis is provided, if desired by CBLL. Discuss needs with manager at beginning of semester. Schedule test at least two weeks prior to test date. Call ext. 3170.

D. **Computer Center**
The center operates an IBM 4281 and offers programming, instructional, and research support. The center also publishes a user's guide, software manuals and a newsletter. For additional information call ext. 3189.

E. **Library**

1. Reserves--old tests, references, outside readings, and other materials may be reserved for students. Take materials to the reserve desk and fill out the appropriate form. Materials must be picked up at the end of the semester. Call ext. 4154.

2. Interlibrary Loans--aids in acquiring materials not available in the Library. Call ext. 4170.

3. User Instruction--tours and lectures on use of the Library are available through the Reference Department. Call ext. 4178.

4. Literature Searches--made from computerized indexing/abstracting data bases on request. Fees vary. Contact the Reference Department. Call ext. 4178.

5. Photocopy Service--copies of materials made by Library personnel. All copyright restrictions apply. Payment may be cash or charged to department. Room 102, ext. 4170.

F. **Bookstore**
The bookstore provides required and recommended texts and supplies. It also carries general books, newspapers, magazines, stationery, greeting cards and stamps. It offers a special-order service for ordering books not in stock. Consult your chairperson regarding departmental procedure for textbook adoption. Call ext. 3404.

G. **Writing Center**
The Writing Center implements, along with all of the University's faculty, the writing program. The writing of all students should be carefully scrutinized and those showing need for improvement are to be referred to the Center. In addition, graduate students must demonstrate writing proficiency either before admission to a program, following admission, or during the course of study for a graduate degree. Call ext. 4112.

H. **English Language Center**
As specified in the Faculty Handbook, all international Teaching Assistants must demonstrate professional competency in spoken English, as determined by the English Language Center. The ELC uses the SPEAK Test (an institutional test developed by ETS), which lasts 20-minutes and asks the TA to respond to audiotaped questions. The responses are recorded and evaluated. Classes are also provided by the Center to assist international TA's with oral communication and cultural concerns. Call ext. 4424.

I. **Special Services**
The Special Services for Disadvantaged Students Program gives assistance to help certain students in overcoming the effects of inadequate educational preparation as well as cultural or physical barriers that impede their academic success in college. Support services include: counseling, peer-tutoring, skills-development (writing, reading, study, math, etc.), cultural enrichment activities, and career seminars. Call ext. 3546.

J. **Student Health Center**
The Student Health Center provides basic medical care for injuries and illnesses on an out-patient basis only. It is located on the corner of 48th and Parker Streets. Call ext. 3132.

K. **Counseling Center**
The Counseling Center provides mental health and human development services. Activities of the Center include: individual and group counseling; crisis intervention; skills workships; training for faculty, staff and students to improve effective relations. Call ext. 4401.

L. **Public Safety**
This office is in operation 24 hours a day, seven days a week, and should be called on matters relating to law enforcement, emergency messages, emergency medical assistance, parking, animal control, public safety, fire prevention, traffic citations, etc. Notary public service is also available. Call ext. 4000.

M. **Webb Center**
Houses the Campus Information Center, study lounge, Bookstore, Monarch Shop, cafeteria, snack bar, Rathskeller, ride-share bulletin board, lockers, bank, credit union, game room, meeting and function rooms, off-campus housing office, auxiliary enterprises, and dining services. Also located in Webb Center are the offices of student affairs, student activities, student development and orientation, handicapped student services, the Activities Programming Board, student organizations program adviser, Student Senate, Faculty Senate, Mace and Crown, WODU (student radio), and the Honor Council. For more information contact the Campus Information Center, ext. 3417.

N. **Graphics (located in Office of Advancement)**
Graphics and photography for illustrations, charts, slides, and overhead transparencies for instruction, publications and presentations. Call for appointment ext. 3175.

IX. SELECTED REFERENCES ON TEACHING

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X. APPENDIX

Summary of Old Dominion University
Sexual Harassment Policy and Procedures

I. Policy Statements

1. Sexual harassment in any situation is reprehensible. Sexual harassment is a form of sex discrimination prohibited by Title VII of the 1964 Civil Rights Act. Any employee found guilty of sexual harassment will be subject to appropriate disciplinary action which may include discharge.

2. It is the responsibility of each member of the University community to maintain a working and educational environment at Old Dominion University free of sexual harassment.

3. It is a violation of University policy to make an intentionally false accusation of sexual harassment.

4. It is a violation of University policy for a University official to refuse to take action concerning a reported incident of sexual harassment.

5. The determination whether alleged conduct constitutes sexual harassment will be made from the facts, on a case by case basis.

6. A charge of sexual harassment shall not be used to deprive an instructor of his or her constitutional right of free expression.

II. Definition of Sexual Harassment

For the purposes of this policy "sexual harassment" is defined as conduct of a sexual nature, physical or verbal, by a University employee or other individual in an official University position when:

1. an employee's or student's submission to such conduct is made explicitly or implicitly a term or condition of the employee's work performance of the student's academic performance;

2. an employee's or student's submission to or rejection of such conduct is used as a basis for an employment decision concerning the employee or an academic evaluation of the student; or

3. such conduct is known or should have been known to interfere with an employee's work performance or a student's academic performance by creating an intimidating, hostile, or offensive working or educational environment.

A variety of sexual conduct may be considered sexual harassment, including, but not limited to, inappropriate comments and remarks, of a general and of an individual nature, physical conduct such as inappropriate touching, unwelcome sexual advances, requests for sexual favors, and solicitation of sex through implicit or promises of rewards or threats of punishment.

III. Power Differential, Consent and Sexual Harassment

Consenting romatic and sexual relationships between faculty and student, or between supervisor and employee, while not expressly forbidden, are generally deemed very unwise. A faculty member who enters into a sexual relationship with a student (or a supervisor with an employee) where a professional power differential exists, must realize that, if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficulty to prove a defense on grounds of mutual consent.

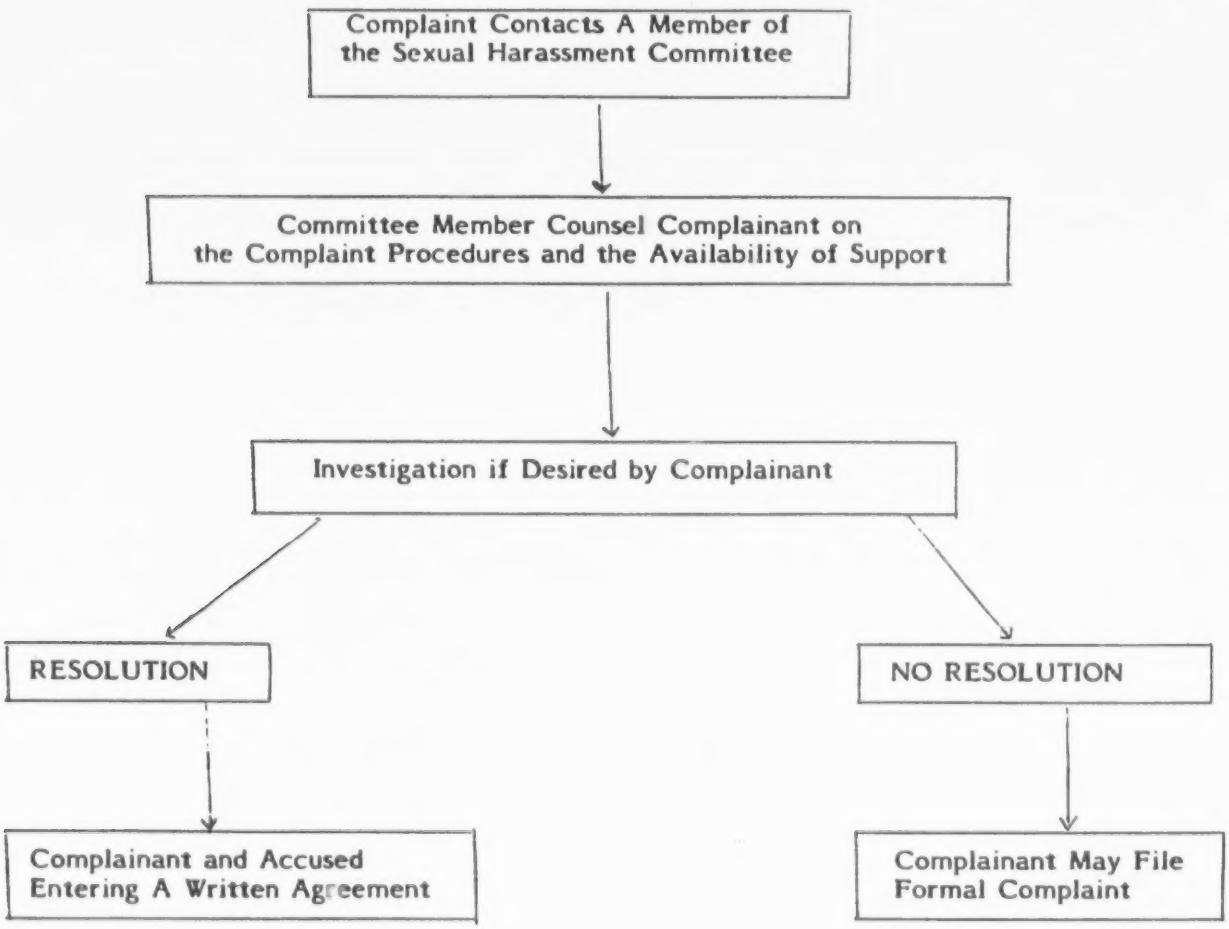
IV. Committee on Sexual Harassment

1. The President will appoint a Committee on Sexual Harassment. The Chair of the Committee shall be the University's Director of AA/EEO. The other members shall be: two faculty members and staff members at large, a staff member from the Counseling Center, a staff member from the Women's Center and Student Health Services.

2. The Committee members will assist victims of sexual harassment while protecting the rights of the accused.

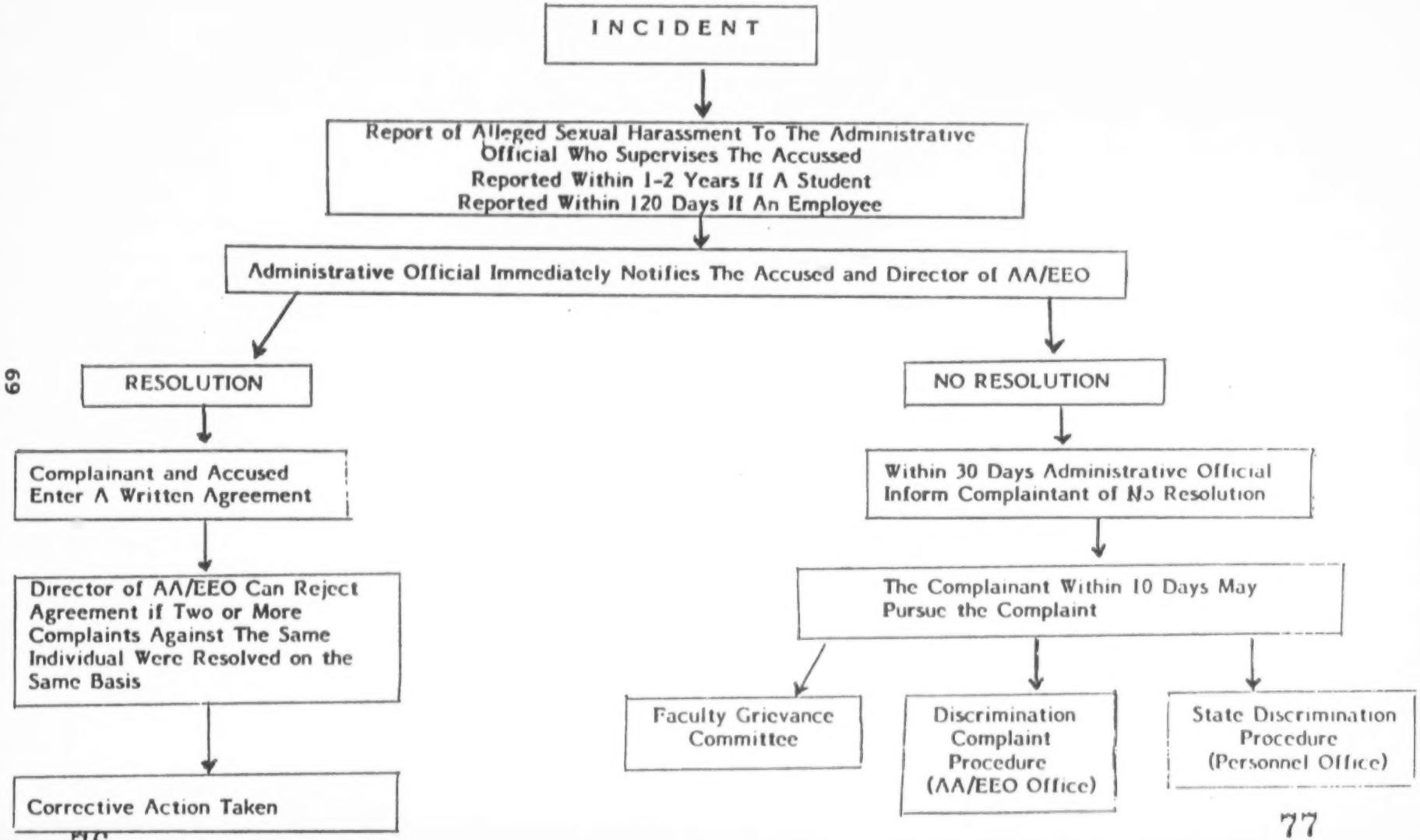
SEXUAL HARASSMENT COMPLAINT
PROCEDURE

INFORMAL


Complaint Contacts A Member of the Sexual Harassment Committee
Committee Member Counsel Complainant on the Complaint Procedures and the Availability of Support
Investigation if Desired by Complainant
RESOLUTION
NO RESOLUTION
Complainant and Accused Entering A Written Agreement
Complainant May File Formal Complaint

SEXUAL HARASSMENT COMPLAINT PROCEDURE

FORMAL


INCIDENT
Report of Alleged Sexual Harassment To The Administrative Official Who Supervises The Accussed
Reported Within 1-2 Years If A Student
Reported Within 120 Days If An Employee
Administrative Official Immediately Notifies The Accused and Director of AA/EEO
RESOLUTION
NO RESOLUTION
Complainant and Accused Enter A Written Agreement
Director of AA/EEO Can Reject Agreement if Two or More Complaints Against The Same Individual Were Resolved on the Same Basis
Corrective Action Taken
Within 30 Days Administrative Official Inform Complaintant of No Resolution
The Complainant Within 10 Days May Pursue the Complaint
Faculty Grievance Committee
Discrimination Complaint Procedure (AA/EEO Office)
State Discrimination Procedure (Personnel Office)

X. WHAT TO DO IF YOUR BULB BLOWS, OR GTA QUICK REFERENCE SHEET

PROBLEM OR NEED:	CONTACT:	EXT:	COMMENT:
STUDENT-RELATED & TEACHING MATTERS			
Reserve old tests, references, outside readings for students	Library Reserve Desk	4154	Take to desk, fill out form, must pick up at end of semester
Student needs tutoring	Special Services Department	3582 ----	Only some students are eligible Most departments have a list of tutors
Locating a student	Campus Information	3417	You must supply either complete name or SS#
Changing a student's grade	Department	----	Form obtained from department
Drop/Add forms	Registration Center	4425	Student's responsibility
Student comes to you for advice about personal problems	Counseling Center	4401	
Grades Management System (computerized scoring, tabulation and calculation)	CID Computer-based Learning Lab	3185	Need an IBM CMS account
Cheating or student misconduct	Student Affairs-Honor Council	4350	Also consult the Faculty Handbook for ways to handle specific problems
Someone to administer computer-graded tests	CID Testing Center	3170	Contact MaryLou Mavryluk at the beginning of the semester
Snowing outside	Campus Police	4000	Local radio and TV stations will notify the public in the event the University closes
CLASSROOM & BUILDING MATTERS			
Classroom maintenance (e.g. blown light bulb, no air conditioning/heat)	Physical Plant	4626	Memo usually needed to follow-up phone call
Where to get chalk/erasers	Department	----	Departmental responsibility
Reserve a room in an academic building	Scheduling Office	4434	Call first then submit a written request
Building/classroom locked	Campus Police	4000	
MEDIA & MATERIALS			
Projection Services Audio/Video equipment (e.g. cassette player) Projection equipment (e.g. slide projector) Transparency scrolls for overhead projector	CID Loan Pool	3167	Two working days advance notice for service, 1 working day for equipment, use forms available from Loan Pool Office, notify the Loan Pool at the beginning of the semester
Transparency blanks	Department	----	See departmental secretary
Obtain existing slides, films, tapes, etc.	Department	----	See departmental secretary/supervisor
Obtain films from the Va. Dept. of Educ.	CID Loan Pool	3167	
Enlargements, slides, flow charts, illustrations, etc.	Graphics	3175	Need memo from supervising professor, takes 2 weeks, charges are for materials only
Classroom video-taping	CID Loan Pool Department	3167 ----	Can borrow camera & VCR - instruction necessary Some departments have video equipment
Video productions	CID T.V. Studio	3328	
Assistance with design/illustration of brochures, fliers, etc.	Creative Services	3115	Need requisition signed by department chair
Assistance with copywriting & typesetting	Creative Services	3115	Need requisition signed by department chair
Copying (tests, worksheets, handouts, etc.)	1. Department 2. Library 3. Quick Copy 4. Research Fdn. 5. Off-campus	---- 4154 4470 4293 ----	Use primarily Room 102. Check with department before using Check with department before using Check with department before using e.g. Course Packets from Copytron. Check w/ dept.
Course Catalog	Bookstore	3404	Costs $1.00
Student Handbook	Webb Ctr. Info. Desk	3417	No charge
Faculty Handbook	Department	----	Your departmental secretary/supervisor have copies

BEST COPY AVAILABLE

PROBLEM OR NEED:	CONTACT:	EXT:	COMMENT:
PERSONAL MATTERS			
Employment guidelines	Department	----	Also see the University Catalog or the Faculty Handbook
Pay Check			
Did not receive	Payroll	3044	
Wrong amount	Payroll	3044	
Delivered to wrong place	Mailroom	3673	
Accident or personal injury			
Minor	Student Health Ctr.	3132	Go to the Student Health Center
Major	Paramedics	9-911	
Notary Public	Public Safety	4003	
Other EMERGENCY	Campus Police	4000	
DO NOT KNOW WHO TO CALL OR WHAT THE EXTENSION IS	Switchboard Operator	0	